

ACADEMIC COMMITTEE MEETING



PROGRAMME PROPOSALS FOR 2002-2003
(As Recommended by DAB)



DEPARTMENT OF WOMEN'S STUDIES
NATIONAL COUNCIL OF EDUCATIONAL
RESEARCH AND TRAINING
SRI AUROBINDO MARG, NEW DELHI- 110 016

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DEPARTMENT OF WOMEN'S STUDIES

Minutes of the Fifteenth Departmental Advisory Board Meeting of DWS held on 13.12.2001.

The Departmental Advisory Board Meeting of the Department of Women's Studies was held on 13th December 2001 at 10.30 a.m. in the Conference Room of Zakir Hussain Block, NIE, NCERT, New Delhi. The following were present at the meeting.

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|-----|---|----------------------------|
| 1. | Prof. G.K.Lehri | Chairman and Dean Academic |
| 2. | Dr. Gomathy Ammal
Rtd. Prof. University
of Kerala | Member |
| 3. | Dr. Sudha Rao
NIEPA | Member |
| 4. | Dr. Gouri Srivastava
DWS, NCERT | Member |
| 5. | Prof. R.P.Gupta | Head, PPMED |
| 6. | Dr. Manju Bhatt
Reader, DESSH,
NCERT | Represented Head, DESSH |
| 7. | Prof. B.K.Sharma
Prof, DESM, NCERT | Represented Head, DESM |
| 8. | Dr. Pushpa Mandal
Lecturer, DEE,NCERT | Represented Head, DEE |
| 9. | Dr. Daya Pant
Reader, DEPFE | Represented Head, DEPFE |
| 10. | Dr. Sushma Jaireth
Reader, DWS | DWS, faculty |
| 11. | Dr. Mona Yadav
Lecturer, DWS | DWS, faculty |
| 12. | Ms. Anita Nuna
Lecturer, DWS | DWS, faculty |

Dr. Sharda Jain, Ms. Jyoti Bose, Dr. Neshla, Members DAB, could not attend the meeting

Prof. G.K.Lehri welcomed the members of the DAB and briefed them about the Roles and Functions of the Department. He also appraised all the members present in the meeting about Issues and Concerns regarding Women's Education and its future directions. They are as follows:

Issues and Concerns

- Equality Between Sexes and Women's Empowerment
- How to Promote equality and Quality amongst Girls at all Levels of School Education
- How to Achieve Universal Elementary Education for Girls
- To Inculcate Positive Self-Image Among Girls and Women
- How to Promote Participation of Girls and Women in Non-Traditional Vocations and Occupations.
- To Mobilize all the Stakeholders of Education for the Education and Empowerment of Girls and Women
- Integration of Gender Inclusive Curriculum and its Transaction for Preparing Handbooks for Teachers and Head Teachers
- Sensitization for Practicing Gender Equity in the Schools and the Society
- Updating Research and Database for Policy Planning and Implementation of Women's Education
- Networking with National and International Organizations
- Capacity Building at all Levels of School Education

Future Directions

- Revision and Modification of the Training and Orientation Programmes from a Gender Perspective In Pursuance with NPE 1986, POA 1992 and National Curriculum Framework for School Education, 2000
- Development of Exemplar Materials, Biographies and Resource Materials for Raising the Self-Esteem and Self-Confidence of the Girls and Women and Enabling them to Participate in Leadership and Decision Making Bodies
- Researches on Areas Promoting Participation of Girls in Non-Traditional Vocations, Technical and Professional Education
- Status Studies and Action Researches in States and Districts of India having Low Female Literacy
- Updating District wise Database on Women's Education to get Regional Picture on the Education status of Girls in India
- Conducting Researches on Problems and Issues Concerning Adolescent and out of School Girls
- Evaluating the status of the Involvement of NGOs in Promoting Enrolment and Retention of Girls in Schools

- Evaluation of Curriculum Materials from the Viewpoint of Gender Bias and Gender Stereotyping for Evolving Gender Friendly Textbooks
- Redesigning Training Methodology and Strategies based on Research Finding of the Evaluation Studies
- Organizing Training Programmes of Gender Sensitizes all Stakeholders in Education
- Gender Awareness Workshops, Orientation Programmes and Seminars on the Status of the Girl Child to Facilitate Equality and Quality in Education
- Efforts to Carry out Impact Studies on Provision of Centrally Sponsored Schemes, and other Incentives for Facilitating the Participation of Girls in Education
- Creating Gender Friendly environment for Quality of School Education, Utilizing Audio-Visual Media
- Extending Academic Support to Sarva Shiksha Abhiyan, EFA Initiatives and NGOs
- Redesigning Training Manuals and Handbooks for Capacity Building
- Identifying Suitable Mechanisms for Access, Enrolment, Retention and Achievement of Girls at all Levels of School Education
- Providing Research Support to Institutions at State and National Levels

He further stated that all the project proposals have taken into account NPE-1986, POA-1992 and the Curricular Framework –2000. After the above presentation the floor was open to all the members for discussion on the project proposals for the year 2002-2003.

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|-------------|---|
| Item No. 1. | Confirmation of the Minutes of Fourteenth DAB Meeting of DWS held on 23.01.2001. The Minutes were confirmed. |
| Item No. 2. | Discussion on the status of PAC approved programmes for the year 2000-2001 and progress of the on –going programmes for the year 2001-2002. |

Some general observations were also proposed by the DAB members. They are as follows

- Documentation of women in different fields should be prepared by the Department.
- Research projects should be designed in such a way that the benefits of all the findings of projects undertaken should reach the schools and particularly help in the classroom transactions.

The comments/ suggestions and recommendations made in respect of each Programme for the Year 2002-2003 are given as under.

S. No	Title of the Programme	Comments/Suggestions	Recommendations
1.	Education of Muslim Girls- A Study of the Area Intensive Programme	To see the impact of DPEP also if selected sample institution for the field work are receiving grant under DPEP programme	Recommended
2.	Development of Resource Material for Teacher Educators and Teachers based on Notable Contributions of Women in Science and Technology	The study should be delimited and the title should be changed accordingly.	Recommended
3.	Development of Resource Material for Teachers on the Role of Women in the Freedom Struggle of India	Lesser known women of freedom struggle should be focused and for that District Authorities may be contacted.	Recommended
4.	Evaluation of Annual Training Programmes on Methodology of Women's Education and Development	Focus should be given to the perceptions of the key trainees and concerned educational personnel by carrying out region wise field visits rather than organizing a workshop.	Recommended
5.	Development of Subject Specific Gender Inclusive Modules for School Teachers at Primary Stage	The project needs to be taken up for a longer duration. In the subsequent years modules on different languages should be developed in collaboration with different states.	Recommended
6.	Development of Data Bank on Education of Girls at School Stage with a special Focus on North-East Region	Focus should be given only to the Indicators of girls' education with a special attention to North-East Region.	Recommended
7.	Cultural impediments in Learning opportunities of Girls: A Case Study of Giridh District of Jharkhand and Dantewara District of Chattiasgarh	Focus on cultural impediments in learning opportunities for girls in one district each of Chattishgarh and Jharkand States instead of Araria and Kishanganj districts of Bihar	Recommended
8.	A Comparative Study of Educational Policy, Programmes and Major Initiatives for the Girl Child in India and other SAARC Countries during the Decade	Only the Educational Programmes & Policies of the Girl Child of SAARC countries till date should be taken up for the study.	Recommended

Department of Women's Studies

Education of girls and women has been an area of major policy concern since independence and is seen as central to the social, political and economic development of the nation and of women themselves. The NCERT is committed to the promotion of girls' education and women's empowerment through suitable interventions in policy planning, curriculum transaction, and teacher education. Accordingly, the Department of Women's Studies (DWS) plans and implements all its activities by assisting the Center and the States in executing policies and programmes with special focus on schemes for education of girls. The Department of Women's Studies played a critical role in the formulation and implementation of the National Policy on Education 1986 and its Programme of Action (later revised in 1992) on the basis of its research, development, training and extension activities. The Department which was earlier working as a women's education unit since 1979 was made a department of Women's Studies to look afresh at the problems and issue of girls' education and women's empowerment through theoretical formulations, methods, tools and techniques of the newly emerging discipline of women's studies and of the advances in social sciences. The roles and the function of the department were visualized accordingly. The activities of the Department mainly focuses on redesigning of curricula to remove sexist bias, gender sensitization of all educational personnel, development of Handbooks for teachers and teacher educators, awareness generation, advocacy for the education and development of the girl child and bringing about attitudinal changes in the parents and the communities and above all girls friendly environment in the schools. Corresponding to the above stated goals and strategies various activities of the Department are primarily geared to promotion of education for women's equality and empowerment within the framework of peace and development.

Roles and Functions

Roles

- To promote education and development of girls within the framework of the Constitutional provisions, the National Policy on Education (1986), the Programme of Action (POA), CEDAW, and the Rights of the Child (1990)
- To undertake and promote research, development, training and extension in the area of girls education and development.
- To develop and apply concepts and methods of women's studies and other social sciences for promotion of girls education and development.
- To suitably intervene in the areas of policy planning, curriculum and teacher education for removing genders bias and gender disparities.
- To act as a catalyst in promoting innovations and programmes of girls education in the country.
- To act as a National Resource Centre on Girls Education and Development.
- To perform the role of the Nodal Agency for the SAARC Decade of the Girl Child 1991-2000.
- To provide consultancy services and assistance to the centre, the states, voluntary organizations and international agencies in the area of girls education and development.

Functions

- **Awareness Generation of Action:** Sensitization and orientation of key educational personnel including teacher educators, educational planners and administrators on education for women's equality.
- **Re-designing Curriculum and Educational Programmes:** Elimination of sex-bias from textbooks, development of tools, guidelines, handbooks for teachers, curriculum developments and educational planners. Promotion of gender equality through development of exemplar materials.
- **Orientation of Curriculum Development, Textbook Writers and Educational Planners:** Sensitization and orientation programmes for incorporation of identified values commensurate with equality between sexes, peace and development in textbooks and school curriculum.
- **Inculcation of Positive Self Image in the Girl Child:** School based programmes with media support using interactive processes and working in close liaison with the experts in related areas.
- **Promotion of Research and Innovative Action Projects:** Preparation of inventory of innovative projects and research development abstracts. Dissemination of innovations and research in the area of girls education and development.
- **Inputs into Teacher Education:** Formulation of intervention strategies for inputs into teacher education curriculum, training of teacher educators, pre-service and in-service education of teachers.
- **Data Bank:** To collect, collate, compile and analyze gender statistics on education and allied indicators, at state, district, national and international levels. Preparation of glossaries of terms used in women's studies in the area of girls' education.
- **Networking:** Work in close collaboration with the constituent units of NCERT, MHRD, Planning Commission, Department of Women's and Child Development, NIEPA, Women's Studies Centres, Women's Universities, Faculties of Education, National, International and Voluntary Agencies in the area of girls education.
- **Mobilization of Women and Community:** Mobilizing women and the community at the village level for greater participation in educational planning for improving enrolment, retention and educational achievement of girls.
- **Interacting with Media:** Development of messages and themes relevant to promotion of girls' education and positive self-image particularly amongst those from deprived groups.

Research and Development

Based on NPE 1986, policy research activities of the Department of Women's Studies were formulated. The research agenda of DWS basically focussed on critical issues of policy planning and implementation of programmes relating to the education of the girl child from pre-school level education including vocational, technical and professional education. The findings have provided the basis for recurrent policy review; major policy decisions and new action programmes and schemes needed for promoting education of girls and women's equality. There has been a definite shift in the methodology of researches undertaken by the Department during the last decade. The methodology applied is a blend of quantitative and qualitative techniques and the emphasis is on participatory research and action projects.

Research and development activities have gone hand in hand during this period. The earlier focus on evaluation of textbooks and supplementary readers from point of view of gender bias was maintained and the tools developed were disseminated to the states through a series of state-wise orientation workshops. Analysis of NCERT textbooks of Classes I-X was carried and the suggestions for removal of gender bias have been generally accepted by the sister Departments. During this period, a special hall mark has been the generation of research based teachers hand books training modules and resource materials with focus on promotion of girls education and women's empowerment in three language i.e. Hindi, English and Urdu. The training manual for the Six Weeks Training Programme on the Methodology of Women's Education and Development is on extremely well researched document adopting a modular approach for participatory training

Research Projects Completed During 1996-2001

1. Usha Nayar, K.C.Nautiyal, Janak Duggal, Kiran Devendra, Gouri Srivastava, Raj Rani, Sushma Jaireth UNESCO Innovative Pilot Project on Promotion of Education of Girls and Disadvantaged Groups in Rural Haryana 1992-98
2. Usha Nayar, DPEP Gender Studies: State Reports of Madhya Pradesh and Haryana
3. Janak Duggal, DPEP Gender Studies: State Report of Maharashtra, 1995-96
4. Kiran Devendra, DPEP State Report of Kerala, 1995-96
5. Gauri Srivastava, DPEP Gender Studies: State Report of Assam, 1995-96
6. Sushma Jaireth, DPEP Gender Studies: State Reports of Orissa and Karnataka, 1995-96
7. Raj Rani, DPEP Gender Studies: State Report of Tamil Nadu, 1995-96
8. Usha Nayar, Gouri Srivastava, Raj Rani Problems of Recruitment and Posting of Women Teachers in Rural Areas of Bihar, Madhya Pradesh, Uttar Pradesh and Rajasthan, 1995-96
9. Kiran Devendra, Evaluation of NCERT English Textbooks of Primary Level from the viewpoint of Gender Bias and Gender Stereotyping, 1995-96
10. Gouri Srivastava, Evaluation of NCERT EVS: Social Studies Textbooks of Classes I to V from the viewpoint of Gender Bias & Gender Stereotyping, 1995-96
11. Sushma Jaireth, Evaluation of NCERT, EVS: Science Textbooks of Primary Stage from the viewpoint of Gender Bias and Gender Stereotyping, 1995-96
12. Raj Rani, Evaluation of NCERT Hindi and Mathematics Textbooks of Primary Level from the viewpoint of Gender Bias and Gender Stereotyping, 1995-96
13. Gauri Srivastava, Evaluation of NCERT History, Geography and Civics textbooks of Upper Primary Level from the view point of Gender bias and Gender Stereotyping, 1996-97
14. Sushma Jaireth, Evaluation of NCERT Science Textbooks of Upper Primary Stage from the view point of Gender bias and Gender Stereotyping, 1996-97
15. Raj Rani, Evaluation of NCERT Hindi and Mathematics Textbooks of Upper Primary Level from the viewpoint of Gender Bias and Gender Stereotyping, 1996-97
16. Gauri Srivastava, Evaluation of English Textbooks of Classes I&II of Maharashtra State from the viewpoint of Gender bias and Gender Stereotyping, 1997-98
17. Sushma Jaireth, Evaluation of textbooks of Mathematics of Classes I&II of Maharashtra State from the viewpoint of Gender bias and Gender Stereotyping, 1997-98
18. Gauri Srivastava, Evaluation of NCERT English textbooks of Upper Primary Level from the view point of Gender bias and Gender Stereotyping 1999-2000
19. Usha Nayar, K.C. Nautiyal, Gauri Srivastava, Sushma Jaireth, Anita Nuna, Mona Yadav, and Mohammad Yunus, Evaluation of Programme of Central Sector Scheme of Assistance for

Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Secondary Schools, 1999-2000

20. Gauri Srivastava, A Study of the Impact of Incentive Schemes on the Evaluation of Girls from Disadvantaged Groups, SC, ST, OBC in Rajgarh and Dhar Districts of Madhya Pradesh, 1999-2000
21. Gauri Srivastava, Role of Begams of Bhopal in Promoting Education of Muslim Girls in the 19th and Mid 20th Century, 2000-2001
22. Sushma Jaireth, Evaluation of School Practices from a Gender Perspective: A Pilot Study in Delhi, 2000-2001
23. Sushma Jaireth, Study on the Status of Sports and Physical Education in Delhi Schools from a Gender Perspective, 2000-2001
24. Sushma Jaireth, Development of Gender Inclusive Resource Material for Teaching of Science at School Stage, 2000-2001
25. Gouri Srivastava, Evaluation of NCERT Primary and Upper Primary Level textbooks of EVS. Social Science and History from the Viewpoint of Life Skills approach to Curriculum Transaction, 2000-2001
26. Sushma Jaireth , Analysis of NCERT Primary and Upper Primary Level Textbooks of EVS Science and Science from the Viewpoint of Life Skills approach to Curriculum Transaction 2000-2001.
27. Mona Yadav, Analysis of NCERT Primary and Upper Primary Level Textbooks of Let us Learn Mathematics and Mathematics from the Viewpoint of Life Skills Approach to Curriculum Transaction, 2000-2001.
28. Usha Nayar, Fifty Years of Women's Education in India, 2000-2001
29. Gouri Srivastava, Sushma Jaireth and Mona Yadav : A Hand Book (in Hindi) on Life Skills Approach to Curriculum Transaction at Primary and Upper Primary Stages based on Haryana Textbooks, 2000- 2001.

Training

The Training constitutes an important part of our activities for promoting of girls' education and women's empowerment. The six weeks-training programmes on Methodology of Women's Education and Development are an annual feature of the Department.

Besides this, the Department also organizes several training/orientation programmes for VEC members, Anganwadi workers and teachers, for improving gender equality and quality in school education. Recently the training programme has also focussed on integrating life skill in curriculum transaction.

1996-97

1. Eight One Day Workshop with Elementary Teachers on the Study of Identification of Factors Relating to Difficulties in Recruitment and Posting of Women Teachers in Rural Areas Rajgarh and Dhar in Madhya Pradesh, Bikaner and Banswara in Rajasthan, Moradabad and Barabankin Uttar Pradesh, UP, Ranchi and Gaya in Bihar, 1996.
2. Seven Training Programme on Methodology Women's Education and Development NIE, NCERT, 1996

1997-98

3. National Seminar-cum-Workshop on Fifty Years on Women's Education in India, 1947-97, NIE, NCERT, New Delhi, 1997
4. Eight Training programme on Methodology of Women's Education and Development, NIE, NCERT, 1997
5. Study visit-cum-Training Programme for Educational Personnel under the "Female Secondary School Assistance project of Bangladesh", NIE, NCERT, 1997
6. Steering Committee Planning Group Meeting for the National Conference on Education of Muslim Girls, NIE, NCERT, December 1997
7. National Conference on Education of Muslim Girls: Issues and Strategies, NIE, NCERT, March 1998
8. Shiksha Lehar: School Based Programme on Quality and Equality under the Unesco Sponsored Innovative Pilot Project on Promotion of Primary Education Among Girls and Disadvantaged Groups in Rural Haryana, Khol Block, 1997-98

1998-99

9. National Workshop on a Gender Sensitive Approach to Curriculum Transaction at the Elementary Stage, NIE, NCERT, 2-3 November 1998

1999-2000

10. Ninth Training Course on Methodology of Women's Education Development

2000-2001

11. Gender Equality and Quality in Primary Education. Training/Orientation of VEC Members and Anganwadi Workers
12. Tenth Training Course on Methodology of Women's Education and Development
13. Workshop on Gender Sensitive Life Skills Approach to Curriculum Transaction at the School Stage held at SCERT, Gurgaon from 4th to 15th September, 2000, Haryana
14. Education Camp for Out of School Youth from Leh Ladakh.

Extension

The Department has been providing technical and professional support to SCERT, SIEs, and DIETs and also to the newly formed SIEMATs and in addition participates in teacher education programmes of the NCERT and has constantly been training DIET personnel under the course entitled, "Methodology of Women's Education and Development". The Department has worked for more than six years with Directorate of Primary and Secondary Education, SCERT Haryana and carried out gender sensitisation of educational personnel at all levels as also with the school based programme which focuses on equality and equity. The faculty of the Department has been acting as resource persons in large number of Training Programme, Seminar and Workshops, of sister organizations.

- The Department provides major resource support to MHRD State Governments and various sister organizations like NIEPA, NIPCCD, IAMR, IIPA,, LEG, Delhi University, Jamia Millia Islamia and JNU.

- The Department networks with sister organizations i.e. SCERT, MHRD, National Commission for Women, State Commission for Women, Department of Women and Child, Women's University, NGOs with Central Social Welfare Board.
- The Department provides advisory services to the States and Union Territories on policy, planning and management of Education in the following projects:
 - (i) World's Bank assisted Uttar Pradesh Basic Education Project
 - (ii) Unicef assisted Bihar Primary Education Project
 - (iii) Lok Jumbish, Rajasthan
 - (iv) DPEP Project Formulation and Implementation, Haryana
 - (v) The Department has assisted in the Implementation of National Policy of Education in States and Union Territories particularly in setting up and strengthening of Women's Education Cells, Empowerment Programmes in Assam, Kerala, Karnataka, Maharashtra, Tamil Nadu, Madhya Pradesh and Orissa.
- The Department actively participated in various national committees including standing committee on women's education, Mahila Samakhya, Technical Research Group of IAMR etc.
- The Department has provided technical support DPEP Projects and conducted DPEP Gender Studies in 43 districts in 8 selected states
- The Department gives consultancy to UNICEF, UNFPA, World Bank, UNCHR, and Common Wealth Secretariat.
- The Department acted as a nodal agency during the SAARC decade of the girl child.

Inter-Sectoral Co-operation in the Context of Education of Girls

- The Department has been collaborating with the Department of Women and Child Development (MHRD).
- The Department in collaboration with CSWB reviewed the condensed courses of education of Adult women run by Central Social Welfare Board. The recommendations made by the Department have been incorporated in their revised scheme of training.
- The Department has been providing consultancy and resource support to NIPCCD the premier national institution in the area of women and child development.
- Policy researches of the Department have been made available for the Planning Commission and to the MHRD. The Department is represented on the technical advising group of Human Resource Development of the Institution of Applied Manpower Research (MHRD).
- The Department has been identified as the nodal agency for SAARC in the area of education of girls and women in India. Having been identified as the nodal Department, the Department has proposed NCERT Plan of Action for SAARC Decade of the girl child. It had organized a Consultative Meeting on Education and Development of the girl child during the SAARC Decade (March 2-3, 1992) at NIE, NCERT, New Delhi. Leadership to delegations was provided at Malé, Maldives in Feb. 1990 and Kuala Lumpur, Malaysia 2-6, October 1989. A country paper was presented in the SAARC workshop on Mid-Decade Review of the girl child status of the Two Faculty members of the Department acted as Reporters, and prepared the "Report" of the same held in Delhi in 1996.

Progress of PAC Programmes for The Year 2001-2002

PAC Code	Title of the Programme	Activities Proposed	Time Phasing	Activities Carried out	Budget Spent	Remarks
4.01	Fifty Years of Women's Education in India (a) Prof. Usha Nayar (b) Research (c) New (d) 92, 893 /-	The programme has been Completed on 31 July 2001. The report is in xeroxed form			92, 893 00	
4.02	Education of Muslim girls A Study of the Area Intensive Programme (a) Anita Nuna (b) Research (c) New (d) Rs 1,69,000/-	<ul style="list-style-type: none"> - Collection of material/ data from different department/agencies in Delhi such as Deptt Of Education, social Justice & Empowerment, Ministry Commission, Universities - Exploration visit to 1 district - Development of Schedules - Correspondence inter the Concerned Department in the State/ District/Block/Schools - Field Visits 	<p>April-June 2001</p> <p>July- Aug 2001</p> <p>Aug -Sept 2001</p> <p>Oct 2001</p> <p>Nov 2001- June 2002</p>	<ul style="list-style-type: none"> • Reference work is in progress • Secondary data has been collected and that is being analysed • Dropped • Schedules have been prepared • Correspondence has been initiated • Field work to be started from Dec 9, 2001 <p>Preparation work has been done.</p>	<p>Nil</p> <p>Nil</p>	<p>In house</p> <p>In house</p>

4.03	Women Scientists in Contemporary India Resource Material (a) Dr, Sushma Jaireth (b) Research & Development (c) On going (d) 21,009 60	1 Collection of data from primary and secondary sources 2 Correspondence with premier institution at regional, national and International levels 3. Conducting interviews of women scientists in premier institutions 4. analysis of data and preparation of draft manuscript 5 Finalizing the manuscript after evaluation from experts 6 Honorarium to two experts for evaluation of the manuscript 7 Miscellaneous expenditure 8 Contingency	April 2001 to Dec 2001 April 2001 to Dec 2001 Oct 2001 to Oct. 2002 Aug. 2002 Dec. 2002 January to March 2003 April 2001 to March 2003	1. Secondary data Collected is being analyzed. 2 In progress 3. Eminent Women Scientists who are INSA Fellows from different fields have been identified till date	- - - - - -	In house do do
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4.04	<p>Role of Women in the Freedom Struggle of India</p> <p>(a) Dr Gouri Srivastava</p> <p>(b) Research and Development</p> <p>(c) On going</p> <p>(d) 27,009 00</p>	<ol style="list-style-type: none"> 1 Collection of data from Primary and Secondary 2. Translation of Relevant Sources 3 Conducting interviews with ancient people who have participated in the freedom struggle 4 Analysis of data and preparation of Report to be sent to the Experts 5 Incorporation of suggestion & finalization of the Manuscript 	<p>Arpil-Oct, 2001</p> <p>Nov -March-2002</p> <p>May 2002</p> <p>July 2002</p> <p>Aug-March 2002</p> <p>Jan-Feb 2003</p>	<p>Data is being collected from secondary sources and analysis has been initiated</p>	-	In house
4.05	<p>Eleventh Training Course on Methodology of Women's Education and Development</p> <p>(a) Anita Nuna</p> <p>(b) Training</p> <p>(c) New</p> <p>(d) 6,83,000/-</p>	<ul style="list-style-type: none"> • Preparation and Printing of Announcement Brochure • Correspondence with State/UTs • Organization of the Training Programme 	<p>April-March 2001</p> <p>June-Aug 2001</p> <p>Oct to Nov. 2001</p>	<p>Announcement Brochure has been prepared and is being printed by the Publication Department of NCERT</p> <p>Preparations work has been done As soon as the Brochure is ready, letters will be sent for nomination Programme is fixed from Jan 21 to March 1, 2002.</p>	Nil	In house

4.06	Workshop on Integrating Life Skills with education at elementary stage (a) Mona Yadav and Dr Sushma Jaireth (b) Development (c) New (d) 3,05,800 00	1 Correspondence with the state 2 Organization of the Workshop 3. Preparation of Subject Specific modules on integrating Life Skills with education	August-Oct. 2001 7 th January to 18 th January 2002 January-March 2002	<ul style="list-style-type: none"> Correspondence with the states has been initiated and is in progress Background material has been prepared 	-	In house do
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Summary Statement of the Programme Proposals for the Year 2002-2003
Name of the NCERT Constituent: Department of Women's Studies

S. No.	Title	Type	Coordinator	Category	Estimated Budget for 2002-2003	Recommendations of DAB/ AC/ IAB / MC
1.	Education of Muslim Girls A Study of the Area Intensive Programme	Research	Ms. Anita Nuna	Ongoing	1,10,000.00	Recommended
2.	Development of Resource Material on Women who made Notable Contribution in Science	Research and Development	Dr. Sushma Jaireth	Ongoing	75,800.00	Recommended
3.	Development of Resource Material for Teachers on the Role of Women in the Freedom Struggle of India	Research and Development	Dr. Gouri Srivastava	Ongoing	47,900.00	Recommended
4.	Evaluation of Annual Training Programmes on Methodology of Women's Education and Development	Evaluation	Dr. Mona Yadav	New	68,000.00	Recommended
5.	Development of Subject specific Gender Inclusive Modules for School Teachers at Primary Stage	Development	Prof.G K.Lehri	New	1,16,750.00	Recommended
6.	Development of Data Bank on Education of Girls at School Stage with a special Focus on North-East Region	Research and Development	Dr. Sushma Jaireth	New	1,77,800.00	Recommended
7.	Cultural impediments in Learning Opportunities for Girls. A Case Study of Giridh district of Jharkhand and Dantewara District of Chhattisgarh.	Research	Ms Anita Nuna	New	65,000.00	Recommended
8.	A Comparative Study of Educational Policy, Programmes and Major Initiatives for the Girl Child in India and other SAARC Countries during the Decade	Research and Development	Dr. Gouri Srivastava	New	20,000.00	Recommended
Total					Rs 6,81,250.00	

Annexure II

Constituent: Department of Women's Studies

Composite Statement of Programme Proposed for 2002-2003

I Type /Category wise number of Programmes with proposed budget

Programme	New	On-going	Carried over	Total	Budget Proposed
Research	1	1	-	2	1,75,000.00
Development	1		-	1	1,16,750.00
Training			-		-
Extension			-		-
Evaluation	1		-	1	68,000.00
Research and Development	1	2	-	3	1,23,700.00
Research & Evaluation	1		-	1	20,000.00
				Total	6,81,250.00

II (A) Source-wise break-up of the total proposed budget in I

- (i) Estimated Budget from Councils funds: _____ - _____
- (ii) Specific Grants for MHRD: _____ - _____
- (iii) Grants received from other agencies like UNICEF etc. Rs. _____ - _____

(B) Budget proposed vis-à-vis utilization there of during 2001-2002 under Plan programmes.

- (i) Budget asked for 2001-2002 as per PAC agenda (March 2001)
Rs. 18,87,319.20
- (ii) Budget allocated by PPMED for 2001-2002 Rs. 13,00,000.00
- (iii) Specific grant received from MHRD for 2001-2002 Rs. _____ - _____
- (iv) Expenditure incurred on programmes under B (II) above RS. _____ - _____
(as on 1-11-2001)

III Details of Specific Programmes

Programmes for	No. of Programmes	Programmes Codes	Budget Proposed Rs.
North-East Region	2	04.04	68,000.00
		04.06	1,77,800.00
SC/ST			

IV Proposed Supporting Staff (JPF/CA)

Total No. of Months

JPF _____
CA _____

**PROGRAMME PROPOSALS
FOR THE YEAR 2002-2003**

ABSTRACT ~

1. Title of the Project

Education of Muslim Girls: A Study of the Area Intensive Programme

2. Specific Objectives

1. To assess the impact of the Area Intensive Programme on enrolment and participation of children, particularly Muslim girls in elementary schools;
2. To understand the impact of multi-stream residential higher secondary schools on education of Muslim girls;
3. To assess the reasons for failures if any; and
4. To suggest correctives.

3. Methodology

Research Questions

What is the pace of coverage and the approach of the programme to achieve the goal of UEE? What are the sub components of the programme? Though the scheme is open for all how is it benefiting particularly Muslim girls? Are these schools opened only for Muslim children? Are there Multi Stream residential Schools for Muslim girls only? Are the concerned officials keeping separate information for Muslim children regarding figures about the enrolment, retention, drop outs after the implementation of the Area Intensive Programme at the district and block level? Do they have separate statistics at the block level on quantitative increase of Muslim students from different social and economic background? The Central Scheme is launched to cover all the areas with a similar approach. Girls' education is highly contextual. Does it require similar yardsticks and a similar context every where?

This is a two year study. During 2001-2002, initial work has been done. Reference work is in progress. Collected secondary data and that is being analysed.

Tools : The empirical assessment of the programme is based on personal field visits to the sample district / blocks with the help of structured schedules, observations, and meetings with all concerned officials with the project.

The following schedules have been prepared to collect data from the field.

Survey schedule for

1. State headquarter
2. District / Block level authorities;
3. Principals of schools
4. Girl students of the multi stream residential schools
5. Parents/Community

Field work to be started in Dec.2001. Two to three states are likely to be covered by March 2002. Since this is a two year project, field work in the remaining states will be done during 2002-2003. Final report will be ready by March 2003

The scheme has so far been implemented in 325 blocks spread over 13 States namely Andhra Pradesh, Bihar, Gujarat, Haryana, Karnataka, Kerala, Maharashtra, Madhya Pradesh, Rajasthan, Tamil Nadu, Uttar Pradesh, West Bengal, 4 districts of Assam and 3 Union Territories of Andaman & Nicobar Islands, Delhi, Pondicherry. However, the number of blocks covered in each district varies.

This study is covering one block in a district in all the 13 states and one Union Territory. List of institutions receiving grant under the Area Intensive Programme is taken from the Department of Education, MHRD, GOI. Field visits are being planned accordingly.

It is also suggested by the experts to assess the impact of District Primary Education Programme (DPEP) in the sample institutions if the sample institutions are also covered and receiving any grant under the DPEP Programme.

4. Plan for utilizing the outcome

The report will be distributed to other districts/blocks covered under the programme for their use.

1. **Name of the NCERT Constituent/Department :** Department of Women's Studies
2. **Title of the Programme :** Education of Muslim Girls: A Study of the Area Intensive Programme
3. (A) **Type of the Programme** : Research
 (B) **Category of the Programme** : On - going
 (C) **If the programme is carried over, mention the present PAC Code No. .** 04.02
4. **Total duration of the Programme** : 24 months
 (a) **Date on which programme commenced/to be commenced:** April 2001
 (b) **Target Date of Completion** : March 2003
5. (a) **Stage of Education to which the programme is meant :** All Stages
 (b) **If the programme is meant for a group with special needs .** Girl child, Minorities
 © **If the programme is State/Region/Agency specify, please specify State/Region/Agency**
 : All India
6. **Beneficiaries:** Researcher, Educational Planners and Administrators.
7. **Need and Justification:** (If an on-going / carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year.)

Education has always been accorded an honoured place in the Indian Society and has made substantial progress since Independence. The overall literacy rates have gone up from 18.33 percent in 1950-51 to 52.11 percent in 1991 and 62 percent in 1997. Female literacy rates have also shown a considerable increase since independence. They have also gone up from 8.86 percent in 1950-51 to 39.42 percent in 1990-91 and 50 percent in 1997. However, there still exists a considerable disparity between the male and female literacy rates. What is alarming is that intra female literacy disparity continuing to be high, the rural female, the historically disadvantaged groups (SC, ST) and certain minorities are at the bottom of the ladder. As per 1991 Census, SC female literacy rate was 24 % ; ST female literacy was 18% as compared to 31% among the non-scheduled females.

In the case of minorities although the census does enlist their population yet no further information is given about their educational status. It is a fact that the census collects information about all communities but no data is compiled and published beyond giving the religion wise break up. Some data that is compiled and retained in the records is treated as classified and is not available for use. It is, therefore, only on the basis of observations and sample studies that broad inferences can be drawn on the educational status of minorities in the absence of hard data.

With a total population of 838,583,988, according to the 1991 census, Muslims accounted for 101,596,057 (12.12%); Hindus 687,646,721 (82%); Christians 19,640,284 (2.34%); Sikhs 16,259,744 (1.94%); Buddhists 6,387,500 (0.76%); Jains 3,352,706 (0.34%), other religions and persuasions 3,369,355 (0.39%) and 415,569 (0.04%) are from religion not stated. The distribution of Muslim population in India today reveals strong tendencies of clustering and concentrating in certain pockets of the country such as Jammu and Kashmir, Uttar Pradesh, Bihar, West Bengal, Haryana, Rajasthan, Kerala, Karnataka, Madhya Pradesh etc. In a number of districts their proportion ranges between 20% to 60% of the total population. There are other areas where the Muslim population is not visible and are living for ages in the midst of Hindus and bound together in cultural and social practices.

On the basis of the 1981 Census data on literacy, it was found that there were a number of districts where literacy rates were extremely low in general and particularly among the females. The provision of educational facilities was also found to be very unsatisfactory in these districts. On the other hand even in States which are educationally very forward e.g. Kerala, the Muslim dominated districts were very backward. It was further observed that a majority of these districts had substantial populations of Muslims. Most of these were found in the northern parts of India in States like Uttar Pradesh, Bihar, West Bengal etc.

The findings of earlier research studies about the educational backwardness of Muslims that their education is largely determined by their perceptions, roles and place in modern education in their course of daily life. The educational backwardness of the Muslims of India should be examined with the help of database and in the light of educational development, and the policies pursued by the successive governments since Independence vis-à-vis the education of the Muslims, other minorities and the lagging sections of population. The Muslim backwardness is a component of the backwardness of the Indian masses in general. There is nothing in Islam that withholds Muslims from receiving secular education. Their backwardness is, therefore, not rooted in their religion and culture. The educational status of the Muslim is to be examined in the context of their place in the economy. It is, therefore, only on the basis of broad observations and sample studies, inferences on minorities cannot be drawn in the absence of hard data on the educational status of the community.

The National Policy on Education (NPE), 1986 examines the position of low female literacy which states/districts using the female literacy rates as a proxy indicating the educational status of minority groups and envisages paying greater attention to the education of socially disadvantaged group (SC, ST), women's education and the minorities in the interest of equality and social justice. The NPE, 1986 identified 41 districts in the country having a sizeable population of Muslims. Their population in these districts was between 13% and 67% of the total population as per 1991 Census (Table-1). In pursuance of the National Policies a group on minorities, SC, ST and other weaker sections was appointed in 1990 by the Ministry of Home Affairs headed by Dr. Gopal Singh. The groups have identified that Muslims and Neo-Buddhists as educationally backward Minority communities at the national level. Neo-Buddhists was given all the benefits of SC and therefore, the Muslims are recognized as educationally backward minority group. The group on Minority Education has suggested an area approach in school Education. This has been recommended by the Empowered Committee also, which was set up to

take decisions on the report of the Group on minorities. Again, this has been endorsed by the Central Advisory Board of Education in its meeting held on 5-6 May, 1992 and the Task Force On Minorities Education constituted for formulating the new Programme of Action.

Besides the constitutional provisions of the Right to Equality and the Right to Freedom of Religion and Protection of Interests of Minorities in regard to cultural and educational rights, a number of constitutional provisions exists for protection and promotion of the interests of these minority groups. The Government of India appointed a Minority Commission for Minorities to look into the educational status of minorities, National Commission for minorities for the purpose of National Commission on Minorities Act, 1992. In May 1992, the National Commission for Minorities Act, 1992, was enacted giving statutory status to the erstwhile Minorities Commission, and the National Commission for Minorities has been reconstituted w.e.f. 26.11.1996. The National Commission for Minorities has so far brought out five annual reports regarding recognition, affiliation and grant-in-aid of educational institutions.

There are several incentive schemes and programmes launched by the Education Departments and other for attracting and improving the participation of all children in schools at the elementary stage, particularly for girls and children belonging to historically disadvantaged sections of the population. Prominent among them are mid-day meal scheme, free textbooks, free uniform, pre and post matric scholarships and attendance scholarships.

Area Intensive Programme

The Department of Education, MHRD has launched a Central Scheme of Area Intensive Programme in 1993 especially for Educationally Backward Minorities districts, which do not have adequate provisions for elementary and secondary education. The Scheme though it is open to all, is to be organized such that the sections of people who have remained deprived of education and developmental opportunities get priority coverage. Under the Scheme, cent percent assistance is given to the State Governments and the Voluntary Organizations (through State Governments) for the following programmes:

1. Establishment of new Primary/Upper Primary Schools and Residential Higher Secondary Schools for girls;
2. Strengthening of educational infrastructure and physical facilities in existing schools;
3. Opening of Multi-Stream residential Higher Secondary Schools for girls where Science, Commerce, Humanities and Vocational Courses are taught.

Initially, the programme was launched for 41 districts. But the Ministry of Welfare was given the responsibility to identify more blocks, districts on the basis of local conditions for more coverage. Presently, the programme has been implemented in 325 blocks of concentration of educationally backward minorities spread over 13 States and 3 Union Territories.

Since the inception of the scheme (1993-94) full/part grants have been given to 2252 primary/upper primary/secondary schools for opening/construction of buildings; construction of

1271 classrooms; 96 primary schools for upgradation to upper primary schools and high to higher secondary schools; construction of 13 hostel buildings for girls higher secondary schools; construction of toilets/urinals in 122 schools; provision of teaching learning materials in 724 primary/upper primary schools and provision of library books, Almirah and Furniture etc. In 638 primary/upper primary/secondary schools.

By now many inputs have been made into States/districts/blocks for the benefit of Muslim children under various schemes particularly under the Area intensive Programme, still it is found that there are districts in which girls' educational participation is low as compared to other districts, such as 23 percent in Bahraich, 20 percent in Gonda; 24 per cent in Basti (U.P), 26 percent in Purnea (Bihar) at the upper primary stage; as low as 15% in Barabanki, 17% in Basti; 18% in Jaisalmair at the secondary stage. At the higher secondary stage there is a further decline, as on September 30, 1999, as per figures given by the State Departments of Education (Table 2). Keeping this in view, it is important to study the impact of the programme.

Objectives

The present study has the following objectives

1. To assess the impact of the programme in increasing the enrolment and retention of Muslim children, particularly girls at the elementary stage.
2. To analyze the impact of the multi-stream residential higher secondary schools on girls for opting for different streams of education.
3. To understand the educational aspirations of the Muslim children in districts covered under the Area Intensive Programme.
4. To assess the awareness and aspirations of the parents/community/members of the Village Education Committees from this programme.
5. To suggest modification if any needed in the conceptualization and implementation of the scheme.

Progress of activities undertaken during the year 2001-2002 and the activities likely to be completed by the end of March 2002.

- Reference work is in progress
- Secondary data collected and that is being analysed.
- Interview schedules for the field work has been prepared.
- Field work to be started in Dec. 2001. Field work in two to three states is likely to be completed by March 2002.

8. (a) Specific Objectives

1. To assess the impact of the Area Intensive Programme on enrolment and participation of children, particularly Muslim girls in elementary schools;
2. To understand the impact of multi-stream residential higher secondary schools on education of Muslim girls;
3. To assess the reasons for failure if any, and
4. To suggest correctives.

(b) **Methodology** (If a research programme, please also indicate sample, research questions/ hypotheses and tools)

Research Questions

What is the pace of coverage and the approach of the programme to achieve the goal of UEE? What are the sub components of the programme? Though the scheme is open for all how is it benefiting particularly Muslim girls? Are these schools opened only for Muslim children? Are there Multi Stream residential Schools for Muslim girls only? Are the concerned officials keeping separate information for Muslim children regarding figures about the enrolment, retention, drop outs after the implementation of the Area Intensive Programme at the district and block level? Do they have separate statistics at the block level on quantitative increase of Muslim students from different social and economic background? The Central Scheme is launched to cover all the areas with a similar approach. Girls' education is highly contextual. Does it require similar yardsticks and a similar context every where?

This is a two year study. During 2001-2002, initial work has been done. Reference work is in progress. Collected secondary data and that is being analysed.

The empirical assessment of the programme is based on personal field visits to the sample district / blocks with the help of structured schedules, observations, and meetings with all concerned officials with the project.

Tools : The following schedules have been prepared to collect data from the field.

Survey schedule for

1. State headquarter
2. District / Block level authorities;
3. Principals of schools
4. Girl students of the multi stream residential schools
5. Parents/Community

Field work to be started in Dec.2001. Two to three states are likely to be covered by March 2002. Since this is a two year project, field work in the remaining states will be done during 2002-2003. Final report will be ready by March 2003.

Sample : The scheme has so far been implemented in 325 blocks spread over 13 States namely Andhra Pradesh, Bihar, Gujarat, Haryana, Karnataka, Kerala, Maharashtra, Madhya Pradesh, Rajasthan, Tamil Nadu, Uttar Pradesh, West Bengal, 4 districts of Assam and 3 Union Territories of Andaman & Nicobar Islands, Delhi, Pondicherry. However, the number of blocks covered in each district varies.

This study is covering one block in a district in all the 13 states and one Union Territory for field work. List of institutions receiving grant under the Area Intensive Programme has been collected from the Department of Education, MHRD, GOI. Field visits are being planned accordingly.

It is also suggested by the experts to assess the impact of District Primary Education Programme (DPEP) in the sample institutions if the sample institutions are also covered and receiving any grant under the DPEP Programme.

9. Collaborating Agencies (if any):

1. NCERT Constituents: Department of Education with Special Needs
2. Outside Agencies: Department of Education, MHRD, Ministry of Social Justice and Empowerment, State Department of Education and other agencies involved in implementation of the programme , Minority Commission, WAKF Boards, Universities and NIEPA.

10. Phasing of the programme with precise information on Activities (including in-house activities involving expenditure or otherwise clearly indicating the methodology to be followed.

S.No.	Activities proposed to be organized	Proposed dates	Estimated Expenditure
1	2	3	4
1.	Collection of materials and data (Published and unpublished from concerned States at the time of field visits. (Photocopying, Purchase of materials)	April-Aug. 2002	R s. 2000.00
2.	Correspondence with the concerned Departments in the State/District/Block/Schools for field work	April – Aug. 2002	In-house
3.	Field Visits (States/Districts/Blocks) & One Union Territory (The coordinator will visit 10 States and 1 Union Territory) TA/DA & hiring of local transport	April to August 2002	Rs.90,000.00
4.	Data Processing	Aug. –Oct. 2002	
5.	Preparation of Draft and Final Report (Photocopying, Cover Printing Binding etc)	By March 2003	Rs. 15,000 00
6.	Miscellaneous		Rs. 3,000.00
Total			Rs.1,10,000.00

Amount required in the proposed year Rupees One Lakh Ten Thousand only.

11. Details of each budget activity under Item No.10 (in the following format)

11.1 Activity No.: 1
 Title: Collection of required information and data from concerned states and different Department
 Correspondence
 Proposed Dates: From April – August 2002.

S.No.	Items of Expenditure	Estimated Expenditure	Remarks, if any
1.	Collection of information , any relevant materials and data from secondary sources on all the States/UTs and districts covered under the programme from concerned States at the time of field visits Miscellaneous expenditure (Photocopying, Purchase of Material)	2,000.00	
	Total	2,000.00	

11.2 Activity No.: 3,5,6,7.
 Title : Field Visits
 Data Processing
 Preparation of Draft and Final Report

Proposed Dates: From April 2002 – March 2003.

S.No.	Items of Expenditure	Estimated Expenditure	Remarks, if any
3.	Field Visits (10 States/Districts/Blocks) & One Union Territory (The coordinator will visit 10 States and 1 Union Territory) TA/DA & hiring of local transport	90,000.00	
5.	Preparation of Draft and Final Report (Photocopying, cover printing, binding, etc.)	15,000.00	
6.	Miscellaneous	3,000.00	
	Total	1,08,000.00	

Total of 11.1 & 11.2

Rupees 1,10,000/-

12. Details of budget activity under item no. 11 (in the following format)

S.No.	Items of Expenditure	Estimated Expenditure	Remarks, if any
1.	Collection of information , any relevant materials and data from secondary sources on all the States/UTs and districts covered under the programme from concerned States at the time of field visits Miscellaneous expenditure (Photocopying, Purchase of any relevant material)	2,000.00	
2	Field Visits (10 States/Districts/Blocks) & One Union Territory (The coordinator will visit 10 States and 1 Union Territory) TA/DA & hiring of local transport	90,000.00	
3.	Preparation of Draft and Final Report (Photocopying, cover printing, binding, etc.)	15,000.00	
4.	Miscellaneous	3,000.00	
5.	Total	1,10,000.00	

13	Expected end – product	:	Report
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13 (a) Plans for utilisation and dissemination of the end product (s)

The report will be used for policy, planning and further modifications in the scheme if any needed and also for further work in this area.

(b) Plans for evaluation of the outcome

Similar exercise can be done after five years.

(c) Plans for follow up / feedback on utilisation of the outcome

The report may be distributed to other districts / blocks covered under the programme.

14. Personnel involved

(a) Name and designation of the programme coordinator

Ms. Anita Nuna, Lecturer

(b) Name (s) and designation of other faculty members (s) involved _____

Signature of the Head of Department
Date :

Signature of the Programme Coordinator
Date:

Abstract

Title of the Programme

Development of Resource Material for Teacher Educators and Teachers based on Notable Contributions of Women in Science and Technology

Specific Objectives

1. To identify women who have been awarded distinctions for their notable contribution in science and have achieved the recognition of being Fellow of Royal Society (FRS), Shanti Swarup Bhatnagar Award and Fellow of Indian National Science Academy (INSA)
- 2 To prepare Life Sketches/Biographies of Women in Science who have achieved the above notable distinctions charting out and highlighting their achievements and struggles

Methodology

The proposed project follows the methodology of social sciences research. The project would employ both qualitative and quantitative techniques as per requirement. The sample for the proposed study will be purposive. The data for the study will be collected from primary and secondary sources. List of women who have made notable contributions in science and Technology have achieved the distinctions of being the Fellow of Royal Society (FRS), Shanti Swarup Bhatnagar Award, and Fellow of Indian National Science Academy (INSA), as a primary source of data collection will be obtained from the premier national and regional institutions viz, Department of Science and Technology (DST), Indian National Science Academy (INSA), Council of Scientific and Industrial Research (CSIR), Indian Council of Medical Research (ICMR), Indian Agricultural Research Institute (IARI), All India Institute of Medical Sciences (AIIMS), Centre for Cellular and Molecular Biology (CCMB), Hyderabad, , National Geological Research Institute (NGRI), and other eminent institutions. Questionnaire will be canvassed to: a) purposely selected sample to represent the broad areas and specialisation followed by; b) in depth interviews with women who have achieved the above distinctions leading to writing of case studies. Secondary Sources will include literature from premier national institutions of science such as Indian Science Congress and Indian National Science Academy (INSA), Centre for Pollution Control Board, Government Documents and Reports, books, journals, periodicals, reports and research articles from different newspapers and magazines and from Teen Murti Library and other national level libraries.

Plan for utilizing the outcomes

The manuscript developed will be disseminated to all institutions of education at the Centre, State and at the District levels.

Programme Proposal for the Year 2001-2002

1. Name of the NCERT Constituent/Department

Department of Women Studies

2. Title of the Programme

Development of Resource Material for Teacher Educators and Teachers based on Notable Contributions of Women in Science and Technology

3. (a) Type of the Programme (Please tick) :

Research and Development

(b) Category of Programme (Please tick) :

On going

(c) If the programme is on-going:

PAC Code No. - 4.03

Year of Approval - 2001

4. Total Duration of the Programme: as phased in Col.10 (Months)

24 months (Two Years)

(a) Date on which the programme was commenced/to be commenced

April 2001

(b) Target date of completion

March 2003

5. (a) Stage of Education to which the programme is meant

Upper Primary and Secondary

(b) If the programme is meant for a Group with special needs

The programme is meant for the Girl Child

(c) If the programme is State/Region/Agency, specify

The programme is for the all India level

6. Beneficiaries

Students, Teachers, Teacher Educators, Educational Administrators and Researchers.

7. Need and Justification

Equality is a Constitutional right and it is also a Human right that was given to the people of India as a gift after we got freedom from British rule and achieved sovereignty. Women enjoy formal equality under the Constitution and have been provided the all-possible support.

to participate in education at all levels and in all types of courses. The State policies are designed to ensure that the formal equality gets translated into practice and actually gets implemented. India is one of the few countries of the world where women gained entry into higher education as soon as colleges and universities were set up. At the time of independence women formed less than a quarter of the total enrolment; 28% at the primary stage, 18% at the middle stage, 13% in high school and 10.4% in universities. Presently girls form 44% at the primary level, 41% at the middle stage 38% at the high/higher secondary stage and 39% in higher education of the total enrolment.

Despite equality granted to us by our Constitution for many years, the social milieu was not conducive for girls as regards non-traditional vocations and occupations were concerned. Entering into the general stream of education and home science syndrome were the social norms set for the education of girls. This scenario continued for quite a number of years as science was always considered the male domain. The mindset of parents, teachers and teacher educators regarding male image of science continued to exist. The myth that girls cannot perform in science stream remained as it is for a long time. Besides the policy of undifferentiated curricula, which made the general education of all subjects compulsory till class X for both girls and boys, girls continued to shirk from science subjects. Analysis shows that to begin with there were very few girls opting for science and even those who did enter science courses, the preference was for biological sciences and few opted for physics and chemistry. As a result, their entry has been maximum into medicine and fairly low in engineering based courses both at the second and the third levels. Despite the national policy of undifferentiated curricula girls' participation in second and third level education, technical and professional education has been stereotyped.

When the common system of education of 10+2+3 got implemented, the middle class urban girls after studying science upto class X started to opt for science streams. The myth that girls cannot do science blasted when those girls achieved better results in science subjects. All board results for past many years have confirmed to the fact that girls can perform science very well and that the fear of science got demystified. Although demystifying of science and blasting of myth helped the entry of girls into science even at college and university levels, gender (sex) stereotyping was clearly visible. Girls preferred the biological science subjects that were called the soft sciences. Science subjects like physics and chemistry were still not preferred as compared to biological science subjects because they were considered subjects of masculine nature and were called hard sciences. Even in professional streams, girls opted for medical science other related soft traditional courses than engineering and other hand non-traditional courses. Now in due course with lot of awareness and gender sensitization, the participation of girls has slowly increased in both soft science streams and hard science streams at a time when the boom of information technology has set in. Girls have improved their participation in science from 0% in 1960-61 to 35.6% in 1998. In engineering and technological courses their share has gone up from 0.8 % to 19.5% during this period. The participation of girls in polytechnics is as low as 16.8% and in IITs it is mere 13%. It gives us heart to watch the performance of girls in science in the board examinations at classes X and XII. Their pass percentage is exceeding that of boys and many girls find a place in the merit list. Therefore the 10+2+3 structure which was

recommended in the NPE in 1986 for the country as a whole with 10 years of general education for all has blasted the myth that girls cannot do science.

Though the participation of girls has gone up comparatively much more than before at school, college and University levels, but contribution of girls and women in science is not visible as much. What really happens that girls and women have not been able to show up which is a cause of concern for teacher educators and policy makers. Having started late, they are behind men at all levels of science education but it would not be an overstatement that many of them have excelled and have gained eminence in their own right. This is also the story of women science Nobel laureates, but given the opportunities our Indian girls are bound to excel and gain further heights. On the other end of the continuum there is a vast sea of girls who are still struggling to get to each higher level and are at times unsure of themselves for lack of guidance and enough role models. It was, therefore, felt that it is time to identify women who are likely to be placed in premier national and regional institutions of science and have made some exceptional contributions in the area of specialization in which they have researched.

The above project therefore makes an attempt to identify women who have made notable contribution in science and have achieved the distinctions of being Fellow of Royal Society (FRS), Shanti Swarup Bhatnagar Award, and Fellow of Indian National Science Academy (INSA), for preparing their short case histories. Based on their original exceptional contributions, systematized life sketches of these lending women of science will be prepared charting out and highlighting their achievements and struggles which would be offered to the younger girls, the teachers and the textbook authors with the hope that it would inspire them and motivate them.

The above resource material developed is an exemplar material which is likely to help in raising the motivation level of girls in taking up careers in non-traditional occupations and vocations. It will also make visible the contribution of women in science. The resource material will highlight the achievements of women of science in spite of many odds in which they might have worked such as the mindset of the community, and the professional struggles faced by them in reaching up to this stature.

Progress achieved and the work likely to be completed by the end of the Current Financial Year:

- Secondary data from different sources has been collected. Currently it is being examined for its analysis that will be completed by the end of the current financial year
- Eminent women from different fields in science who are INSA Fellows have been identified
- Structured interview schedule to carry out the fieldwork has been finalised.

- Canvassing the interview schedule to INSA Fellows will be completed by the end of current financial year.
- Interim Report of the work carried out in the year 2001-2002 will be prepared by the end of current financial year

8. (a) Specific Objectives

1. To identify women who have been awarded distinctions for their notable contribution in science and have achieved the recognition of being Fellow of Royal Society (FRS), Shanti Swarup Bhatnagar Award and Fellow of Indian National Science Academy (INSA)
2. To prepare Life Sketches/Biographies of Women in Science who have achieved the above notable distinctions charting out and highlighting their achievements and struggles

(b) Methodology

The proposed project follows the methodology of social sciences research. The project would employ both qualitative and quantitative techniques as per requirement. The sample for the proposed study will be purposive. The data for the study will be collected from primary and secondary sources. List of women who have made notable contribution in science and have achieved the distinctions of being the Fellow of Royal Society (FRS), Shanti Swarup Bhatnagar Award, and Fellow of Indian National Science Academy (INSA), as a primary source of data collection will be obtained from the premier national and regional institutions viz., Department of Science and Technology (DST), Indian National Science Academy (INSA), Council of Scientific and Industrial Research (CSIR), Indian Council of Medical Research (ICMR), Indian Agricultural Research Institute (IARI), All India Institute of Medical Sciences (AIIMS), Centre for Cellular and Molecular Biology (CCMB), Hyderabad, , National Geological Research Institute (NGRI), and other eminent institutions. Questionnaire will be canvassed to: a) purposely selected sample to represent the broad areas and specialisation followed by; b) in depth interviews with women who have achieved the above distinctions leading to writing of case studies. Secondary Sources will include literature from premier national institutions of science such as Indian Science Congress and Indian National Science Academy (INSA), Centre for Pollution Control Board, Government Documents and Reports, books, journals, periodicals, reports and research articles from different newspapers and magazines and from Teen Murti Library and other national level libraries.

9. Collaborating Agencies (if any) Name of Agency/ Nature of Collaboration

Nil

10. Phasing of the programme with precise information on Activities (Including In-house Activities involving expenditure of otherwise clearly indicating the methodology to be followed)

S. No.	Activities (Rupees)	Proposed Dates from to	Expenditure Estimated
1.	Correspondence	April 2002 to Dec.2002	--
2.	Canvassing Interview Schedules	April 2002 to Oct.2002	--
3.	Field Work	May 2002 to Oct 2002	Rs 60,000.00
4.	Analysis of Primary Data	Nov 2002 to Dec.2002	--
5.	Preparation of Draft Manuscript	Dec 2002 to Jan. 2003	Rs. 5,000.00
6.	Finalization of the Manuscript (After evaluation of the Manuscript by the Experts)	Feb. 2003 to March 2003 April 2002 to March 2003	Rs. 5,800 00
		Contingency(Purchase of Books, photo films and other relevant material)	Rs. 5,000.00
		Total	Rs. 75,800.00

11. Details of each Budget Activity under Item No. 10. (in the following format)

Activities No.11.1, 11.2 and 11.4 do not require any expenditure

Activity No.11.3 Field Work (Visits to Institutions)

11 3	Field Visits: TA/DA, Hiring of Local Transport and Miscellaneous expenditure for photocopying & purchase of material)	Rs. 60,000.00
11 5	Preparation of Draft and Final Manuscripts	Rs. 5,000.00
& 6	(coloured photocopying, screen cover printing and binding of 10 reports, Honorarium to two experts @ Rs.400/-per expert)	Rs. 5, 800.00
11.7	Contingency (for miscellaneous and unforeseen expenditure like computer typing & printing coloured photocopying and purchase of books and journals	Rs. 5,000.00
	Total Expenditure	Rs.75,800.00

(Printing will be got done by Publication Department)

12. Expected end product

Resource material on "Women who made Notable Contribution in Science"

13.(a) Plans for utilization and dissemination of the end-product

The resource material developed will be utilized by the educational practitioners and disseminated to all the concerned educational institutions such as SCERTs, DIETs and University Education Departments

(b) Plans for evaluation of the outcome

The manuscript developed will be evaluated by experts working in the area of women's education.

(c) Plans for follow up/feedback on utilization of the outcome

Concerned institutions will be contacted.

14. Personnel involved

(a) Name and designation of the programme coordinator:

(b) Dr. Sushma Jaireth, Reader

(c) Name and designation of other faculty members involved:

Dr Mona Yadav, Lecturer

15. Signature of the Head of the Department


Prof. G.K. Leher
Head of the Department

Date:

Signature of the Programme

Coordinator


Dr. Sushma Jaireth
Reader

Date:

Abstract

1. Title of the Programme: Development of an Exemplar Material for Teachers: On The Role of Women in the Freedom Struggle of India.

2. Specific Objectives:

- i To appreciate the contribution of women to the freedom struggle – women known and less known.
- ii To understand the strategies adopted by some eminent women to mobilize urban and rural women in the struggle for Swaraj with focus on selective movements.

Methodology:

The study follows a historical methodology. It will particularly examine the contribution and strategies used by eminent women in mobilizing their fellow beings in some selective movements of freedom struggle – Social Reforms Movement, Anti-Partition Movement of 1905. The Struggle for Swaraj I (1919-1927), The Struggle for Swaraj II (1927-47). Data for the study will be collected with the help of primary and secondary sources. The primary sources mainly consist of literature, in local language, government reports, gazettes, newspapers and private paper available at the National and State Archives, Teen Murti library and the Central Secretariat library. The secondary sources would consist of books and journals on the above-mentioned topic. Field visit will also be conducted to collect empirical material on the well-defined movement. The District authorities would be contacted for getting information about. The lesser-known women who have participated in the freedom struggle.

3. Plans for utilization and dissemination of the end product (s)

The material developed will be utilized by the teachers and students and will be disseminated to all the concerned Educational Institutions such as SCERT, DIET's and University Departments

PROGRAMME PROPOSAL FOR THE YEAR 2002-2003

1.	Name of the NCERT Constituent/Department	:	Department of Women's Studies
2.	Title of the Programme	:	Development of an Exemplar Material for Teachers On The Role of Women in the Freedom Struggle of India.
3.	Type of the Programme	:	Research and Development
	(a) Category of the programme	:	On-going
	(b) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	:	4.04 2000
4.	Total Duration of the Programme as phased in col. 10 (Months)	:	12 Months
	(a) Date of which programme commenced/to be commenced	:	April 2001
	(b) Target date of completion	:	31 st March 2003
5.	(a) Stage of Education to which the Programme is meant	:	Primary and Upper Primary
	(b) If programme is meant for a group with special needs, (Please tick)	:	All Groups
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	:	The programme is for the National Level.
6.	Beneficiaries (Please tick)	:	Students Teachers Teacher Educators Educational Administrators/Planers, NCERT faculty and Authorities

7. **Need and Justification** (If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

The History of India's Struggle for independence bears testimony to the fact that women have played a very significant role in our struggle for independence. Some of the eminent women whose names have figured in the history books are Pandita Ramabai Saraswati, Ramabai Ranade,

Basanti Devi, Durgabai Deshmukh, Rani Guidallo, Preetilata Wadedar, Durgabhai Binna Dass, Shanti Ghosh, Annie Besant, Sarojini Naidu, Madam Bhikaji Cama, Aruna Asaf Ali, Kasturba Gandhi, and many more who have left their deep impression in the pages of history. A great deal of scholarly work on the freedom struggle on eminent women who have made significant contribution in the freedom struggle has been undertaken by several historians and academicians at the university level. Some of them are as follows: Chapman, E.E. Notable Indian women of the 19th century, 1984 Datta S.C., Five eminent women, 1993, Annie Besant: An autobiography, 1917, Grover Verinder and Arora Ranjan, Great Women of Modern India, 1993, Kumar Radha, The history of Doing. An Illustrated Account of Movement for Women's Rights and Feminism in India 1800-1900, 1993, Tandon, P.D. Patriot and Pioneers, Allahabad 1971, Basu Aparna, Nandita Raj, Narasimhan Tessy, Diamond Jubilee, 1927-87, Basu, Aparna, Ed. Dr. Muthulakshmi Reddi: The Pathfinder, 1986. In this connection the Department of Women's Studies has also brought out some biographies for textbooks writers and students they are Singh, Rama Begum Hazrat Mahal, 1989, Mehrotra, Shanti, Annie Besant, 1991, Srivastava Gouri, Women Who Created History, 1997.

While a lot of books have been written on the freedom struggle of India and biographies of women, very little work is done on how women actually participated in the different phases of the freedom struggle and the kind of strategies they used. The proposed project would help the children realize the trials, struggles and successes women underwent while participating in the freedom movement. It would also enable them to appreciate the courage, selflessness and patriotism with which women along with their fellow beings participated in the struggle for swaraj. It would help in raising the self-esteem and self-confidence of the girl child. Further it would enable them to emulate their examples in their adversity.

The purpose of the present project is to develop simple exemplar materials for teachers and students of the primary and upper primary stage in order to make them appreciate the contribution of women known and less known in few selective movements of the freedom struggle such as the Social Reform Movement, The Anti-Partition Movement of 1905. The Struggle for Swaraj (1927-1947). To understand the strategies adopted for some eminent women such as – organizations established by them, patriotic, songs, speeches, debates that were composed by women, contribution of women in magazine, journals and other printed materials that was disseminated by them to their fellow beings, kind of support they got from their fathers, husbands and brothers in fighting British imperialism, and also the strategies they used to mobilize urban and rural women in the struggle for Swaraj.

Progress achieved and the work likely to be completed by the end of the Current Financial Year:

- Collection of primary and secondary data will be completed by the end of the current Financial Year.
- Translation of sources will be carried out.
- Identification of broad themes for writing of draft manuscript and a draft write-up based on the analysis of sources will be prepared.

8. (a) Specific Objectives:

- iii. To appreciate the contribution of women to the freedom struggle – Women known and less known.
- iv. To understand the strategies adopted by some eminent women to mobilize urban and rural women in the struggle for Swaraj with focus on selective movements.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/hypotheses and tools)

The study follows a historical methodology. It will particularly examine the contribution and strategies used by eminent women in mobilizing their fellow beings in some selective movements of freedom struggle – Social Reforms Movement, Anti-Partition Movement of 1905 The Struggle for Swaraj I (1919-1927), The Struggle for Swaraj II (1927-47). Data for the study will be collected with the help of primary and secondary sources. The primary sources mainly consist of literature, in local language, government reports, gazettes, newspapers and private paper available at the National and State Archives, Teen Murti library and the Central Secretariat library. The secondary sources would consist of books and journals on the above-mentioned topic. Field visit will also be conducted to collect empirical material on the well-defined movement.

(c) Proposed Supporting Staff/ (JPF/CA), if any:

<u>Designation</u>	<u>Total No. of months</u>
JPF (s)	N.A.
CA (s)	N.A.

9. Collaborating Agencies (if any) Collaboration	Name of Agency	Nature of
(a) NCERT Constituents	--	--
(b) Outside Agency	--	--

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure of otherwise clearly indicating the methodology of be followed)

S. No.	Activities proposed to be organized	Proposed dates From To	Estimated Expenditure (If any)
1.	Translation of Primary Sources	April 2002 – May 2002	Rs.10, 000.00
2.	Conducting interviews with eminent women who have participated in the freedom struggle	May 2002-June 2002	In-house
3.	Field Work	June 2002-Oct 2002	Rs.30, 000 00
4.	Analysis of Data	November 2002-December 2002	In-house
5.	Preparation of Draft and Final manuscript (After Expert Opinion) Honorarium to 2 Experts	December 2002-January 2003	Rs.3, 100 00 Rs 800.00
6.	Contingency & Miscellaneous Expenses	February 2003-March 2003	Rs 4, 000 00
Total			Rs.47, 900.00

11. Details of each Budget Activity under Item No.10 (in the following format).

Activity No. 11.2 & 11.4 do not require any expenditure.

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
11.1	Translation of Relevant Sources in - Marathi - Bengali - Urdu - @ Rs.100 per 1000 words (200 pages approx.)	Rs.10, 000 00	
11.3	Field Work (TA/DA, hiring of local transport and purchase of relevant materials)	Rs.30, 000.00	
11.5	Preparation of Draft and Final Reports (Colour Photocopy of photograph for 12 reports i.e. 120 pages @ Rs.20/-per page Screen printing of cover page @ Rs.400/- Spiral Binding @ Rs.25/-per copy for 12 copies) Honorarium to two Expert @ Rs.400/-per expert	Rs.2, 400.00 Rs.400.00 Rs.300.00 Rs.800.00	Rs.3, 100.00
11.6	Contingency and Miscellaneous expenditure for purchase for photo films, books and journals and unforeseen expenditure.	Rs.4, 000.00	
Total			Rs.47, 900.00

(Printing will be got done by the Publication Department)

12. Expected end product : Report

13. (a) Plans for utilization and dissemination of the end product (s)

The material developed will be utilized by the teachers and students and will be disseminated to all the concerned Educational Institutions such as SCERT, DIET's and University Departments.

(b) Plans for Evaluation of the outcome

The manuscript developed would be evaluated by experts working in the area of women's Education and Development.

(c) Plans for follow up/Feedback on utilization of the outcome

Concerned institutions will be contacted.

14. Personnel involved

14.1 Name and designation of the Programme Coordinator

Dr. Gauri Srivastava, Reader

14.2 Name and designation of the Associated Faculty

Dr. Mona Yadav, Lecturer

15. Signature of the Head of the Department Signature of the Programme Coordinator

(a) Prof. G.K. Lehari

Signature

Dr. Gauri Srivastava, Reader

Signature Gauri Srivastava

Abstract

1. Title of the Programme

Evaluation of Ten Six Weeks Training Programme on Women's Education and Development

2. Specific Objectives

- i) To assess the impact of the training programme in terms of the utilization of training inputs by the trainees
- ii) To examine the strength and weaknesses of the training programmes in terms of the assessment made
- iii) To make suitable modifications in the light of the suggestions given for conducting training programmes in future.

3. Methodology

The study is an evaluation study. First step will be preparation of questionnaire and interview schedule. After preparation of the tools, the tools will be canvassed to the trainees. Field visits will be carried out in two states of each region. The data obtained from the tools will be analyzed. A two days seminar cum workshop will be organized where in all the trainees from the different states will be invited to discuss the initiatives and future directions on promoting Women's Education and Development in their states. After the workshop and analysis of the data a report will be prepared.

4. Plan for utilizing the outcomes

On the basis of the report the future training programmes would be formulated.

PROGRAMME PROPOSAL FOR THE YEAR 2002-2003

1.	Name of the NCERT Constituent/Department	:	Department of Women's Studies
2.	Title of the Programme	:	Evaluation of Training Programme on Methodology of Women's Education and Development
3.	Type of the Programme (Please tick)	:	Evaluation
	Category of the programme (Please tick)	:	New
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	:	N.A.
4.	Total Duration of the Programme as phased in col. 10 (Months)	:	24 Months
	(d) Date of which programme Commenced/to be commenced	:	April 2002
	(e) Target date of completion	:	March 2004
5.	(d) Stage of Education to which the Programme is meant (Please tick)	:	Overall School Education
	(e) If programme is meant for a Group with special needs, (Please Tick)	:	Girl Child
	(f) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	:	The Programme is of National Level
6.	Beneficiaries (Please tick)	:	<ul style="list-style-type: none"> - Students - Teachers - Teacher Educators - Educational Administrators/Planers, NCERT faculty and Authorities

7. Needs and Justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

Evaluation of training programme refers to an assessment of on-going and completed training programme. Evaluation can be conducted during a training programme or after its completion.

On-going evaluation indicate the progress of implementation based upon the plan. Post evaluation is directed towards the assessment of the extent to which out put objectives have been attained. It is also a useful method of reviewing the planning, implementation and the out come through the various factors such as objectives, targets, time activities and goals.

In consonance with the NPE 1986 the Department of Women's Studies, NCERT has been working to promote girls/women's education and development through its various activities and programmes. Every year department organizes a six weeks training programme on methodology of women's education and development. The main objective of the training programme is to prepare key resource persons from various DIETS/ SCERTs, College of Teacher Education. Women Studies units in Universities and Institutes of Advanced Studies in Education who will be engaged is promoting girls education and women's development in different states. During the programme each participant is evaluated through an inbuilt periodic and continuous evaluation. The participants also evaluate the course on all aspects of the training through a schedule in the last session of the training programme but there has never been Rost evaluation conducted in this regard. Ten training courses have been organized from 1989 to 2000, but there has been no follow up study as to how the inputs given in training programmes have been utilized by the trainees in their respective state. The present study has been taken up in this light to judge the impact of training programme in terms of its utilization at the state level for enhancing girls and women's education and development.

8. (a) Specific Objectives:

- (i) To assess the extent of success of the training programme in terms of the utilization of training inputs by the trainees.
- (ii) To examine the strength and weaknesses of the training programmes in terms of the assessment made.
- (iii) To make suitable modifications in the light of the suggestions given for conducting training programmes in future.

(b) Methodology: (If a research programme, please also indicate sample, research questions/Hypotheses and tools)

The study is an evaluation study. First step will be preparation of questionnaire and interview schedule. After preparation of the tools the tools will be canvassed to the trainees. Field visits will be carried out in one state of each region. The data obtained from the tools will be analyzed. After analysis of the data a report will be prepared.

Sample

During the ten training programmes from 1989 to 2000 a total of 249 trainees from 27 state have been trained. The eleventh training programme will be held in January 2002. The 249 trainees of ten training programme and the trainees of the eleventh training programme will constitute the sample for the study.

Tools

A questionnaire will be prepared and canvassed for gathering secondary data. During the field visits an interview schedule will be canvassed to gather the primary data.

(c) Proposed Supporting Staff/ (JPF/CA), if any.

<u>Designation</u>	<u>Total No. of months</u>
JPF (s)	_____ N.A. _____
CA (s)	_____ N.A. _____

9. Collaborating Agencies (if any)	Name of Agency	Nature of Collaboration
(a) NCERT Constituents		
(b) Outside Agency	SCERT/ DIETS, Women's Studies Units of Universities and Institute of Advanced Studies	Collection of data

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure of otherwise clearly indicating the methodology of be followed)

S.No.	Activities proposed to be organized	Proposed dates From To	Estimated Expenditure (If any)
1.	Preparation of questionnaire and interview schedule	April 2002 to August 2002	Rs. 3000
2.	Correspondence with the trainees	September 2002 to December 2002	_____ Do _____
3.	Field visits to states	(a) Jan. to March 2003	Rs. 60,000
4.	Analysis of Data	November-December 2003	Budget will be proposed in the next financial year
5.	Preparation of the report	Feb. 2004 to March 2004	_____ Do _____
6.	Contingency (Purchase of books materials, Photographs, photocopy from library and other miscellaneous expenses)	-----	Rs. 5,000
		Total	Rs. 68,000

11. Details of each Budget Activity under item No. 10 (in the following format)

For activities 11.1, 11.2, 11.3, 11.4, 11.5 and 11.6 the budget will be proposed in the next financial year.

S. No.	Item of Expenditure	Estimated Expenditure	Remarks if any
11.1 & 11.2	Preparation of questionnaire, Correspondence and interview schedule	Rs. 3000	
11.3	Field visit to one state-Jan. to Mar. 2003 (T.A/D.A, hiring of local transport and purchase of relevant material)	Rs. 3,000	
11.7	Contingency- April 2002 to March 2003 (Purchase of books, material, photographs, photocopy from library and other miscellaneous expenses)	Rs. 5,000	
	Total	Rs. 68,000	

12. Expected end-product : - Report

13. (a) Plans for utilization and dissemination of the end product (s)

On the basis of the report the future training programmes would be formulated.

(b) Plans for Evaluation of the outcome

Report will be sent to all concerned states.

(c) Plans for follow up/Feedback on utilization of the outcome

The report will be disseminated to all the trainees from different states.

15. Personnel involved

15.1 Name and designation of the Programme Coordinator

Dr. Mona Yadav

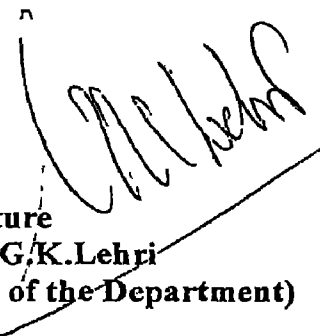
15.2 Name and designation of the Associated Faculty

Dr. Gouri Srivastava

Dr. Sushma Jaireth



Signature
Dr. Mona Yadav
(Programme Coordinator)



Signature
Prof. G.K. Lehari
(Head of the Department)

Abstract

1. Title of the Programme

Development of Gender Inclusive Subject Specific Modules for School Teachers at Primary Stage.

2. Specific Objectives

To prepare gender inclusive subject specific modules for teachers at primary stage

3. Methodology

Relevant material will be collected on the modules. A three days workshop will be organized to identify the themes and to finalize the format of the modules. Concerned faculty and resource persons will be assigned the work for preparing the modules. After the preparation of the draft modules a state level three days workshop will be organized in Kerala. A two days review workshop will be organized for finalizing the package of gender inclusive subject specific modules. Required inputs of the experts will be duly incorporated and the final package will be prepared

4. Plan for utilizing the outcomes

Modules will be disseminated to the teachers and teacher educators.

PROGRAMME PROPOSAL FOR THE YEAR 2002-2003

1.	Name of the NCERT Constituent/Department	:	Department of Women's Studies
2.	Title of the Programme	:	Development of Gender Inclusive Subject Specific Modules for School Teachers at Primary Stage
3.	Type of the Programme (Please Tick)	:	Development
	(d) Category of the programme (Please tick)	:	New
	(e) If the programme is on-going or carried over, mention the PAC Code No. And year of approval	:	N.A.
4.	Total Duration of the Programme as phased in col. 10 (Months)	:	24 Months
	(f) Date of which programme Commenced/to be commenced	:	April 2002
	(g) Target date of completion	:	March 2004
5.	(g) Stage of Education to which the Programme is meant (Please tick)	:	Primary
	(h) If programme is meant for a Group with special needs, (Please Tick)	:	Girl Child
	(i) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	:	All India Level
6.	Beneficiaries (Please tick)	:	Students, Teachers, Teacher Educators

7. Needs and Justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

Women's equality and empowerment is a constitutional right and the Human right as well. In Para 4.2 and 4.3 of National policy on Education 1986 and its POA 1992 it is mentioned that education will be used as an agent of basic change in enhancing the status of women. The policy further says that in order to neutralize the accumulated distortions of the past, there will be a well-conceived edge in favor of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision makers administrators and planners.

In view of the above and the National Curriculum Framework for School Education 2000 with regard to the quality of for girls' education and women's equality, the present programme on the development of modules for teachers at primary stage has been planned.

(a) Specific Objective

- To prepare gender inclusive subject specific modules for teachers at primary stage

(b) Methodology

Relevant material will be collected on the modules. A three days workshop will be organized to identify the themes and to finalize the format of the modules. Concerned faculty and resource persons will be assigned the work for preparing the modules. After the preparation of the draft modules a state level three days workshop will be organized in Kerala. A two days review workshop will be organized for finalizing the package of gender inclusive subject specific modules. Required inputs of the experts will be duly incorporated and the final package will be prepared

(c) Proposed Supporting Staff/ (JPF/CA), if any. Designation
Total No. of months

JPF (s) _____ N A _____
CA (s) _____ N.A. _____

8. Collaborating Agencies (if any)
Name of Agency Collaboration

Nature of Activity

(a) NCERT Constituents
NIE Faculty

Participation in writing
of the modules

(b) Outside Agency
State Agencies /SCERTs/DIETs

10. Phasing of the Programme with precise information on Activities
(including in-house-activities involving expenditure of otherwise clearly
indicating the methodology of be followed)

S. No	Activities proposed to be organized	Proposed dates	Estimated Expenditure
1.	Collection of Relevant Material (Local Transport, Purchase and photocopy of relevant material)	April 2002 to December 2002	Rs 10,000.00
2.	Three days workshop on identification of themes and finalizing the format of the modules (10 non local +5local participants)	August-September 2002	86, 750.00
3.	Preparation of Draft. Modules	October 2002 to March 2003	Rs. 10, 000.00
4.	Three days State level workshop for preparation of modules in Regional Language (Venue: Kerala) SCERT	April-May 2003	Budget will be proposed in the financial year 2003-2004
5.	Two days review workshop for feed back on progress of the modules (10 non local +5local participants)	September – October 2003	do
6.	Finalizing the modules based on the inputs of review workshop	January 2004	Budget will be proposed in the next financial years
		Contingency	Rs. 10, 000.00
	Total		Rs. 1, 16, 750.00

11. Details of each Budget Activity under item No. 10 (in the following format)

S. No.	Item of Expenditure	Estimated Expenditure	Remarks if any
11.1	Collection of relevant Literature (Local Transport, Purchase and photocopy of material)	Rs 10,000 00	
11.2	Tree days workshop 1. T.A Incidentals to 10 Non-local Participants (10x6000) Rs 60,000 00 2. D.A. to 10 Non-local Participants (10x260x3) Rs. 7,800.00 3. Actual Conveyance to 5 local Participants (5x260x3) Rs. 3,900.00 4. Hon To Guest Spacers/R P. @ Rs 200/= for 4 speakers 800.00 5. Working Lunch (25x60x3) Rs 4,500 00 6 Tea/Coffee/ Refreshment Rs. 750 00 (25x10x3) 7. Contingencies Rs. 5,000 00 8. Report of the Programme Rs. 4,000.00	Rs. 86,750 00	
11.3	Package of Draft modules (Colored photocopy serene cover printing binding)	Rs. 10,000.00	
11.4	Three State level workshop	Budget will be proposed in the financial year 2003-2004 - do -	
11.5	Two days Review workshop		
11.6	Final Package of modules (Colored photocopy screen cover printing, spiral binding of 20 Reports)		
	Contingency (Miscellaneous expenditure)	Rs. 10,000.00	
Total		Rs. 1,16,750.00	

12. Expected end product: Package of Subject specific gender inclusive modules at primary stage.

13. (a) Plans for utilization and dissemination of the end product (s)

Modules will be disseminated to the teachers and teacher educators for utilization in curriculum transaction at Primary stage.

(b) Plans for Evaluation of the outcome

Package will be field-tested and feed back will be analyzed.

(c) Plans for follow up/Feedback on utilization of the outcome

Concerned teachers will be contacted from time to time for follow up.

14. Personnel involved

a. Name and designation of the Programme Coordinator

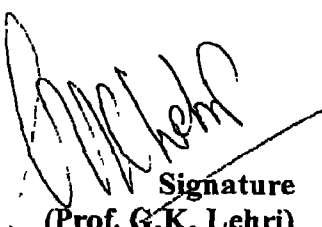
Prof G.K. Lehri, Head DWS

b. Team Members

Dr Gouri Srivastava, Reader

Dr. Sushma Jaireth, Reader

Dr. Mona Yadav, Lecturer


Signature
(Prof. G.K. Lehri)
Head of the Department

Abstract

1. Title of the Programme

Development of Data Bank on Education of Girls at School Stage with a special Focus on North-East Region

2. Specific Objectives

1. To collect, collate and analyse data on education of girls at School Stage with a Focus on North-East Region.
- 2 To identify innovative projects, programmes and schemes for girls' education focussing on the North-East-Region.

3. Methodology

First step will be to collect and collate data of the education of girls particularly of North-East region from secondary sources. In the second step the data collected from secondary sources will be analysed. A questionnaire will be prepared and sent to concerned institutions of North-East-Region. Based on the analysis of secondary data and responses and the analysis of the questionnaire, fieldwork to North-East-Region will be organised for adding a qualitative dimension to the study. The outcome of the study will be a profile of education of girls with a focus on North-East region.

4. Plans for utilization and dissemination of the end product

The profile of girls' education so developed will be disseminate for utilisation by all the concerned educational institutions such as SCERTs, DIETs and University Departments.

Programme Proposal for the Year 2002-2003

1. **Name of the NCERT Constituent/Department**
Department of Women Studies
2. **Title of the Programme**
Development of Data Bank on Education of Girls at School Stage with a Focus on North-East Region.
3. (a) **Type of the Programme (Please tick) :**
Research and Development
(b) **Category of Programme (Please tick):**
New
(c) **If the programme is carried over:**
N.A
4. **Total Duration of the Programme:**
Twenty four months
(a) **Date on which the programme to be commenced**
April 2002
(b) **Target date of completion**
March 2004
5. (a) **Stage of Education to which the programme is meant**
Overall School Education
(b) **If the programme is meant for a Group with special needs**
Girl Child
(c) **If the programme is State/Region/Agency, specify**
The programme has a special focus on North East Region
6. **Beneficiaries**
Students, Teachers, Teacher educators, Educational Administrators and Planners, NCERT faculty and Researchers.

7. Need and Justification:

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

In view of the National Policy on Education 1986 and its POA 1992, there is a constant need to collect, collate and analyze the relevant data on educational parameters of girls so as to find out the extent of gender disparities existing at various levels at school stage. The Department of Women's Studies, NCERT has brought out several FACT Sheets on the education of the Girl child, provided statistical support to policy makers and planners and data base to various state, national and international level agencies and NGOs.

The present project is focused on upgrading the gender-disaggregated data of girls education at school stage with a focus on North East Region. During the first phase of the project it is planned to bring out a detailed data base on girls' education with a focus on the North-East Region based on the secondary data. The second phase will be devoted for preparing a data base on girls' education of North-East Region based on primary data after the field visits. This region needs special attention due to its location, diversified culture, and as this region has remained neglected due to insurgency and conflicts, therefore the above effort has been planned. The Study will help in undertaking status studies and programmes for promoting girls' education.

8. (a) Specific Objectives

1. To collect, collate and analyse data on the education of girls at school stage with a focus on North-East region.
2. To identify innovative projects, programmes and schemes for girls' education focussing on the North-East Region.

(b) Methodology

First step will be to collect and collate data of the education of girls particularly of North-East region from secondary sources. In the second step the data collected from secondary sources will be analysed. A questionnaire will be prepared and sent to concerned institutions of North-East-Region. Based on the analysis of secondary data and responses and the analysis of the questionnaire, fieldwork to North-East-Region will be organised for adding a qualitative dimension to the study. The outcome of the study will be a profile of education of girls with a focus on North-East region.

(b) Proposed Supporting Staff/(JPF/CA), if any.

Designation

Total No. of Months

JPF

24 months

9. Collaborating Agencies (if any) Name of Agency Nature of Collaboration

(a) NCERT

-

(b) Outside Agency

North-East Region

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10. Phasing of the programme with precise information on Activities (Including In-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed).

S. No.	Activities proposed to be organized	Proposed dates From To	Estimated Expenditure (If any)
1.	Collection of data from secondary sources (visit to various libraries and Institutions and purchase of materials)	April 2002 to December 2003	10,000.00
2.	Preparation of a Questionnaire for correspondence with North-East Region.	July 2002 to August, 2002	-
3.	Correspondence with the North East Region	September 2002 to January 2003	-
4.	Field work	(a) October 2002 To March 2003 (b) April, 2003 to December 2003	a) 1.00,000.00 b) Budget will be proposed in the next financial year
5.	Analysis of secondary data	April 2003 to December 2003	-
6.	Preparation of a profile on education of girls with a focus on North East Region	a) January 2003 to March 2003 b) January 2004 to March 2004	a) 5,000.00 b) Budget will be proposed in the next financial year
	JPF with computer expertise - 1 Rs.4400/- p.m.	a) April 2002 to March 2003 b) April 2003 to March 2004	a) 52,800.00 b) Budget will be proposed in the next financial year
8.		Contingency	10,000.00
Total Budget			Rs.1,77,800.00

11. Detail of each Budget Activity under item No. 10 (in the following format)

(11.2, 11.3, 11.4, and 11.5 do not require any expenditure)

11.1 Activity No. :

Title :

Proposed Dates.

From

To

S. No.	Item of Expenditure	Estimated Expenditure	Remarks if any
11.1	Collection of data from secondary sources (purchase of books, materials)	10, 000.00	-
11.4	Field work TA/DA, transport, miscellaneous expenditure like photocopying and purchase of material	1, 00, 000.00	
11.6	Preparation of a Profile (colored photocopy, screen cover printing, spiral binding of 10 Reports)	5, 000.00	
11.7	JPF with computer expertise – 1 Rs.4400/- p.m.	April 2002 to March 2003	52,800 00
		Contingency	10, 000.00
Total			1,77,800.00

12. Expected end product

Profile on education of girls with a focus on North East Region.
(Printing will be got done from the Publication department)

13.(a) Plans for utilization and dissemination of the end-product

The profile prepared will be disseminated for utilization to all the concerned educational institutions such as SCERTs, DIETs and University Departments.

(b) Plans for evaluation of the outcome

The profile developed will be evaluated by experts working in the area of girls' education.

(c) Plans for follow up/feedback on utilization of the outcome

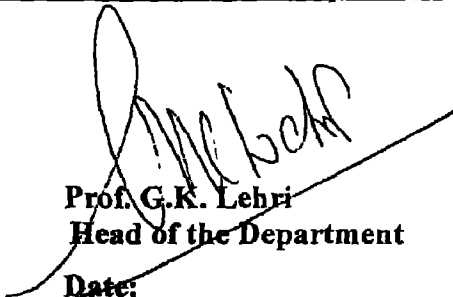
Concerned institutions will be contacted for feed back

14. Personnel involved

- (a) Name and designation of the programme coordinator:
- (b) Dr. Sushma Jaireth, Reader
- (c) Name and designation of other faculty members involved.

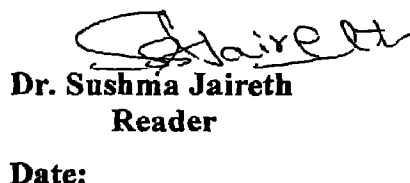
Dr. Mona Yadav, Lecturer
Dr. Gauri Srivastava, Reader

15. Signature of the Head of the Department



Prof. G.K. Lehri
Head of the Department
Date:

Signature of the Programme Coordinator



Dr. Sushma Jaireth
Reader
Date:

ABSTRACT

1. Title of the Project

Cultural Impediments in Learning Opportunities for Girls: A Case Study of Giridh District of Jharkhand and Dantewara District of Chhattisgarh.

The present study is an attempt to understand the cultural factors and forces in these tribal districts of Jharkhand and Chhattisgarh that lead girls to a situation in which they find themselves unable to go to school or leave school before completing school education even after putting lots of national efforts to finance and reform education system in the last several decades.

2. Specific Objectives

1. To understand socio-economic and cultural factors responsible for low female literacy in districts Giridh of Jharkhand and Dantewara of Chhattisgarh;
2. To study the educational facilities (Formal, EGS, AIE) available for promotion of education of girls and women in these two districts.
3. To assess the educational aspirations of the parents/community members of the village for their children.

3. Methodology

Research questions

- What are the reasons for low female literacy in two sample districts i.e. Giridh and Dantewara ?
- In what ways cultural factors play an important role in determining the level of education for girls.
- How cultural factors vary from one location to another and how these factors act as impediments for education of girls?
- The Central Schemes are launched to cover all the areas with a similar approach. Girls' education is highly contextual. Does it require similar yardsticks and a similar context everywhere?

Tools

The study will employ both quantitative and qualitative techniques to collect data/information. Quantitative data will be collected from published and unpublished records of state/ national departments of education. The empirical assessment of the programme is based on personal field visits to parts of the sample district / blocks with the help of structured schedules, observations, focused group discussions and meetings with the parents, community leaders and the concerned officials.

The following schedules will be prepared to collect data from the field.

Survey schedule for

1. State officials
2. District / Block level authorities,
3. Principals and teachers of schools
4. Household schedule
5. Girls not attending schools, and school drop outs

In addition to schedules, focused groups discussion will be conducted with the opinion leaders of the community.

Sample: This study will cover two districts namely Giridh in Jharkhand and Dantewara in Chhattisgarh. One block each from both the districts will be selected in consultation with the district authorities for fieldwork. Four villages from each block will be selected for household survey. Selection of villages will be done on the basis of:

- village having primary school facilities
- village with middle school
- village with high school
- village with higher secondary school

A total of 240 households will be surveyed in two sample districts to ascertain their views on education of girls. Households will be selected randomly covering all communities in the village. In addition attempt will be made to interview girls not attending schools, and school dropouts personally.

4. Plan for utilizing the outcome

The report would be used for formulating policies and for further programmes for the betterment of girls' education.

Programme Proposal for the Year 2001-2002

1. **Name of the NCERT Constituent/Department:** Department of Women's Studies
2. **Title of the Programme:** Impediments in Learning Opportunities for Girls A Case Study of Giridh District in Jharkhand and Dantewara in Chhattisgarh
3. (A) **Type of the Programme** : Research
(B) **Category of the Programme** : New
(C) **If the programme is carried over, mention the present PAC Code No.** NA
4. **Total duration of the Programme** : 12 months
 - (a) **Date on which programme commenced/to be commenced:** April 2002
 - (b) **Target Date of Completion** : March 2003
5. (a) **Stage of Education to which the programme is meant** : All Stages
(b) **If the programme is meant for a group with special needs** : Girl child
(c) **If the programme is State/Region/Agency specify, please specify State/Region/Agency:** State
6. **Beneficiaries:** Researchers, Educational Planners and Administrators, Teachers
7. **Need and Justification:** (If an on-going / carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year.)

Our Constitutional commitment is to implement, promote and develop educational opportunities for all while giving special consideration to women / girls as the main axes of development in the country. In pursuance of this, various committees and commissions are being appointed from time to time to look into the problems of girls' education. National policies have been formulated to develop strategies to promote education of girls. The National Policy on Education, 1986 lays special emphasis on the removal of disparities and to equalize educational opportunities for those who have been denied equality so far.

However, education has always been accorded an honoured place in the Indian Society and has made substantial progress since Independence. The overall literacy rate have gone up from 18.33 percent in 1950-51 to 52.11 percent in 1991 and 65.38 percent in 2001. Female literacy rate has also shown a considerable increase since independence. It has also gone up from 8.86 percent in 1950-51 to 39.42 percent in 1990-91 and 54. 2 percent in 2001. However, there still exists a considerable disparity between the male and female literacy rates. What is alarming is that intra -

female literacy disparity continuing to be high, i.e. the rural female, the historically disadvantaged groups (SC, ST) and certain minorities are at the bottom of the ladder. As per 1991 Census, SC female literacy rate was 24 %; ST female literacy was 18% as compared to 31% among the non-scheduled females.

The Ministry of Human Resource Development has identified 146 districts that suffer from low female literacy rate in the country. Bihar has maximum number of such districts (18) in which female literacy ranges from 5 to 10 % among SC females. Female literacy in Bihar as a whole was 33.57 % in 2001. Female literacy is considered one of the important social characteristics of women's status. However, there is large intra-and inter-regional disparities. On the basis of the 2001 Census data, it was found that there were a number of districts where literacy rates were extremely low in general and particularly among the females. The provision of educational facilities was also found to be very unsatisfactory in many districts.

The findings of the earlier studies generally hold that the prevailing cultural norms of gender behaviour, and the perceived domestic and reproductive roles of women tend to adversely affect the education of girls. The effect of gender bias varies in different social and economic groups and is particularly harsh in communities which suffer discrimination and also in certain minority groups. Among poor families, the economic role of the girl child and her responsibilities in the household are obstacles to schooling. Among the ST population, certain cultural factors act as impediments for girls to schooling. The gender bias existing in the society has a direct bearing on many aspects of the education system. These also include inadequate facilities for girls' education at different stages, unequal access to non-traditional courses, gender stereo-types in both the official and hidden curriculum, negative attitudes of teachers and administrators etc. in many areas especially rural and remote areas of the country. This needs education planning and policies to address larger socio-economic and cultural context that affects education of girls.

The present study is an attempt to understand the factors and forces in tribal district of Jharkhand namely Giridih and Dantewara from Chhattisgarh states that lead girls to a situation not to go to school or leave school before completing school education despite considerable national efforts to finance and reform education systems in the last several decades. Both states physiographically is a combination of hills, plains and plateaus. Topographically, the Bihar state is divided into three regions – Himalayan foothills, Bihar plains, and Bihar plateau. Bihar plateau is generally known as the Chotanagpur plateau and is composed of a other small plateaus like Hazaribagh and Ranchi Plateaus. The western side of this is the Chhattisgarh plateau of Madhya Pradesh. These areas are very rich in mineral deposits.

Jharkhand, the 28th state of the Indian Union, came into existence on November 15th, 2000. Earlier it was part of Bihar state. The state comprises 18 districts namely Bokaro, Chatra, Deogarh, Dhanbad, Garhwa, Giridih, Godda, Gumla, Hazaribagh, Kodarma, Lohardaga, Pakur, Palamau, Ranchi, Shahebganj, East and West Singhbhum. The total area of the state is 74714 sq. km. The state has a substantial proportion of ST population. In district Gumla 17 blocks have ST population. Bishanpur block has a highest number of ST population. Santhal Mundas, Oraons, Kharwar, Kharias, Gonds, etc. are the main tribal groups. These are known as Adivasis. They have their own cultural identities.

Chhattisgarh is southern east part of Madhya Pradesh and is covering an area of 1,35,133 sq. km. It covers 4.14 % of the total area of the Indian subcontinent. Tropic of cancer passes through the state. As a result the climate is hot. 41 % of the total area is covered under forests. Earlier it was part of Madhya Pradesh. Since 2000 Chhattisgarh is a separate state of Indian Union. Its population is 17615,000 as per 2001 Census. The SC population is 2149,000 , ST is 5717,000 and OBC is 87,000. The state comprises 16 districts namely Bilaspur, Raigarh, Sarguja, Raigarh, Durg, Korea, Korba, Dantewada, Maharamunda, Kavardha, Champa, Janjgir, Jashpurnagar, Kanker, Dhamtari, Rajnandgaon, and Bastar.

Both districts have extremely low female literacy rates ranging between 20 to 30 % in general as per 2001 Census and among ST population it is lower than this. Participation of girls in schools is also very low as compared to other districts. District Giridh have female literacy rate 27 % and district Dantewara in Chhattisgarh have 20.6% during the same period. India has a total female literacy rate 54.2 % as per 2001 Census. The highest female literacy rate is in Kerala and the lowest is in Bihar. It is as high as 88 % in Kerala and 34 % in Bihar . District wise analysis shows that the highest female literacy rate is in Aizwal (96.64%) in Mizoram and lowest in Araria (2.14%) in Bihar. If we rank all the 569 districts data based on female literacy rates, we find that district Giridh ranks 546 and the district Dantewara 565.

8. (a) Specific Objectives

The present study focuses on the following objectives:

1. To understand socio-economic and cultural factors responsible for low female literacy in districts Giridh in Jharkhand and Dantewara in Chhattisgarh;
2. To study the educational facilities (formal, non formal / alternative) available for promotion of education of girls and women in these districts.
3. To assess the educational aspirations of the parents/community members of the village for their children.

(b) Methodology

The present study will cover rural locations of Giridh district in Jharkhand and Dantewara district in Chhattisgarh state. Both districts have extremely low female literacy rates ranging between 20 to 30 % in general as per 2001 Census and among ST population it is lower than this. Participation of girls in schools is also very low as compared to other districts. District Giridh have female literacy rate 27 % and district Dantewara in Chhattisgarh have 20.6% during the same period whereas female literacy in other districts of Jharkhand is as high as 57.95 % in Purbi Singhbhum and in Rajnandgaon in Chhattisgarh is 67.92%. If we rank all the 569 districts data based on female literacy rates, we find that district Giridh ranks 546 and the district Dantewara 565.

Research questions

- What are the reasons for low female literacy in two sample districts i.e. Giridh and Dantewara ?
- In what ways cultural factors play an important role in determining the level of education for girls.
- How cultural factors vary from one location to another and how these factors act as impediments for education of girls?
- The Central Schemes are launched to cover all the areas with a similar approach. Girls' education is highly contextual. Does it require similar yardsticks and a similar context everywhere?

Tools

The study will employ both quantitative and qualitative techniques to collect data/ information. Quantitative data will be collected from published and unpublished records of state/ national departments of education. The empirical assessment of the programme is based on personal field visits to parts of the sample district / blocks with the help of structured schedules, observations, focused group discussions and meetings with the parents, community leaders and the concerned officials.

The following schedules will be prepared to collect data from the field.

Survey schedule for

1. State officials
2. District / Block level authorities,
3. Principals and teachers of schools
4. Household schedule
5. Girls not attending schools, and school drop outs

In addition to schedules, focused groups discussion will be conducted with the members of the local community.

Sample: This study will cover two districts namely Giridh in Jharkhand and Dantewara in Chhattisgarh. One block each from both the districts will be selected in consultation with the district authorities for fieldwork. Four villages from each block will be selected for household survey. Selection of villages will be done on the basis of:

- village having primary school facilities
- village with middle school
- village with high school
- village with higher secondary school

A total of 240 households will be surveyed in two sample districts to ascertain their views on education of girls. Households will be selected randomly covering all communities in the village. In addition attempt will be made to interview girls not attending schools, and school dropouts personally.

9. **Collaborating Agencies (if any):**

1. NCERT Constituents: Nil
2. Outside Agencies: Department of Education - MHRD, Ministry of Social Justice and Empowerment, State Department of Education, State Tribal Welfare Department, SCERT, DIETs of the sample districts.

10. **Phasing of the programme with precise information on Activities (including in-house activities involving expenditure or otherwise clearly indicating the methodology to be followed.**

S.No.	Activities proposed to be organized	Proposed dates	Estimated Expenditure
1.	Collection of materials / data from state and sample districts from (Published and Unpublished sources) (Photocopying, Purchase of materials)	April-Aug. 2002	Rs. 2000.00
2.	Correspondence with the concerned Departments in the State/District/Block/Schools for field work	April – Aug. 2002	In-house
3.	Field Visits (State headquarters /Districts/Blocks) (The coordinator will visit 2 state headquarter and 2 sample districts for collection of data TA/DA & hiring of local transport	July 2002 to Oct..2002	Rs. 45,000.00
4.	Data Processing	Aug. –Oct. 2002	
5.	Preparation of Draft and Final Report (Photocopying, Cover Printing Binding etc)	By March 2003	Rs. 15,000.00
6.	Miscellaneous		Rs. 3,000.00
	Total		Rs.65,000.00

Amount required in the proposed year (2002-2003) : Rupees sixty five thousand only.

11. Details of each budget activity under Item No.10 (in the following format)

11.1 Activity No.: 1
 Title: Collection of required information and data from 2 state headquarter and 2 sample districts
 Correspondence
 Proposed Dates: From April – August 2002

S.No.	Items of Expenditure	Estimated Expenditure	Remarks, if any
1.	Collection of information and data from secondary sources (Published and Unpublished) from the 2 state headquarter and 2 sample districts at the time of field visits.		
	Miscellaneous expenditure (Photocopying, Purchase of any relevant material)	2,000 00	
	Total	2,000.00	

11.2 Activity No.: 3,5,6,
 Title: Field Visits
 Data Processing
 Preparation of Draft and Final Report

Proposed Dates: From August – Sept. 2002 to March 2003.

S.No.	Items of Expenditure	Estimated Expenditure	Remarks, if any
3.	Field visits to 2 state headquarters and two sample districts	45,000.00	
	TA/DA & hiring of local transport	.	
5.	Preparation of Draft and Final Report (Photocopying, cover printing, binding, etc.)	15,000.00	
6.	Miscellaneous	3,000.00	
	Total	63,000.00	

Total of 11.1 & 11.2

Rupees 65,000/-

(Rs. sixty five thousand only)

12. Details of budget activity under item no. 11 (in the following format)

S.No.	Items of Expenditure	Estimated Expenditure	Remarks, if any
1	Collection of information and data from secondary sources (Published and Unpublished) from two state headquarter and 2 sample districts at the time of field visits. Miscellaneous expenditure (Photocopying, Purchase of any relevant material)	2,000 00	
3	Field visits to state headquarters and two sample districts TADA & hiring of local transport	45,000 00	
5	Preparation of Draft and Final Report (Photocopying, cover printing, binding, etc.)	15,000.00	
6	Miscellaneous	3,000.00	
	Total	65,000.00	

13. Expected end – product : Report**13 (a) Plans for utilization and dissemination of the end product (s)**

The report would be used for formulating policies and for further planning for betterment of girls' education.

(f) Plans for evaluation of the outcome : By external experts

(g) Plans for follow up / feedback on utilization of the outcome

The report can be used to prepare action plan.

14. Personnel involved

(c) Name and designation of the programme coordinator

Ms. Anita Nuna

(b) Name (s) and designation of other faculty members (s) involved —


Signature of the Head of Department
Date:


Signature of the Programme Coordinator
Date:

Abstract

1. Title of the Programme:

A Comparative Study of the Educational Policy, Programmes and Major Initiatives for Girls child in India and other SAARC Countries during the Decade

2. Specific Objectives

1. To identify the existing educational schemes and programmes adopted by government of SAARC countries for the girl child during the decade.
2. To examine the impact of different educational schemes and programmes instituted by different Governments of SAARC countries on the overall developments, the girl child.
3. To identify NGO's working for the upliftment of the girl child in SAARC countries.
4. To analyse the demographic, educational and economic indicators of girls and women in all the SAARC countries.
5. To prepare case studies of successful educational programmes and schemes of SAARC countries for improving the status of the girl child

3. Methodology

The study is a research cum evaluation study. The data for the study would be collected from secondary sources such as government records, books, journals, the state of world children brought out by UNICEF, Country papers on the girl child of different SAARC countries. Correspondence with different Government institutions will be undertaken to get the latest initiatives taken, if any for improving the status of girl child. Questionnaires would be canvassed to NGO's working for over all development of the girl child.

4. Plans for utilization and dissemination of the end-product

The Report on the status of the Girl child during the SAARC decade will be disseminated to all educational department of Government of India, Educational Institutions and to Government Departments of SAARC Countries.

Programme Proposal for the Year 2002-2003

1. Name of the NCERT Constituent/Department

Department of Women Studies

2. Title of the Programme:

A Comparative Study of the Educational Policy, Programmes and Major Initiatives for Girls child in India and other SAARC Countries during the Decade

3. (a) Type of the Programmes

Research and Development

(b) Category of Programme

New

(c) If the Programme is on-going or carried over - NA
mention the PAC Code No. & Year of Approval

4. Total Duration of the Programme as phased in col.10 (Months)

Twenty four months

(a) Date on which programme

Commenced/to be commenced

April, 2002

(b) Target date of Completion

March 2004

5. (a) Stage of Education to which the programme is meant

Overall School Education

(b) If the programme is meant for a Group with special needs

The programme is meant for the girl child in India and SAARC Countries.

(c) If the programme is State/Region/Agency, specify

The programme is for All India Level and SAARC Countries.

6. Beneficiaries

Students, Teachers, Teacher Educators, Educational Administrators, Researchers of India and SAARC Countries

7. Need and Justification (If an on-going/over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial years).

It is a new programme

The concern for the overall progress, survival and protection of the girl child led to the declaration of 1990's as the SAARC Decade of the Girl child, by the Head of SAARC Countries during the meeting at the Male in the above mentioned year. In fulfillment of the commitment made the Government of India and members of the SAARC Countries prepared the National Plan of Action for the SAARC Decade. The guiding principles of the Plan of Action are:

- Ensuring Equality of Status of the Girl child through special opportunities.
- Formulating additional goals to meet the specific need of the girl child especially girl child in different circumstances
- Changing Social attitudes and behavioral practices concerning the girl child.

The above principles were kept in mind while formulating schemes and programmes for girls and women in the SAARC Countries. In the Indian context the Government had launched several programmes and schemes. Some of the significant ones are – Balika Samriddhi Yojana, Adolescent Girls Schemes, ICDS – at present this scheme covers all states and union territories of India and Reproductive and Child Health Programme (RCH). In fact, the theme of the Year 1998 was “Empowered Girl – Empowered Society”. In the Educational field the constant endeavour of the Government during the decade was to improve access, enrolment and retention of the girl child and to reduce the dropout rates. Several EFA initiatives like the BEP (Bihar Education Project), UP BEP (Uttar Pradesh Basic Education Project), DPEP (District Primary Education Programme) all aim at Universalisation of Primary Education. The latest in this direction is the Sarva Shiksha Abhiyan. The main Objective of the Abhiyan is to achieve Universal Elementary Education by 2010.

In the above context the Department of Women's Studies NCERT undertook several researches, training, development and extension activities to identify problems affecting the status of women and the girl child during the decade and suggest suitable interventions and workable strategies. In fact, the Department was designated as the nodal agency for the SAARC decade of the girl child. In this capacity the Department also organized a two days consultative Meeting in 1992 on Education and Development of the Girl child. Educational Secretaries, Directors of Education of different States/UTs, attended the meeting. In the meeting State and district level plan of action was prepared for promoting girls' education.

In order to assess the progress of the girl child in relations to the objectives set up during the decade different representative of SAARC Countries met at New Delhi on 29-31st October 1996. Each member country presented a detailed Country Paper focussing on government and non-government initiatives in enhancing and improving the status of the girl child during the decade. In fact, the mid-decade review took stock of what was happening to all indicators of girls and women development. In this connection, the Department of Women's Studies, NCERT also presented a country paper and its faculty member acted as rapporteur.

The decade of the girl child is nearing an end, therefore there is a great need to examine whether the goals set by members SAARC country has been achieved or not. Further, in-depth examination of educational schemes and programmes and other initiatives by different governments and NGOs for promoting overall development of the Girl child has been attained or not.

The above study would help in knowing the successes and failures of schemes and programmes undertaken by different SAARC countries in promoting the status of the girl child in their region. Further, successful efforts of NGOs can be examined, and their experiences can be widely disseminated. It will also give the researcher a detailed and comparative account of different schemes and programmes undertaken by SAARC countries for improving the status of the girl child in their region.

8. (a) Specific Objectives

1. To identify the existing educational schemes and programmes adopted by government of SAARC countries for the girl child during the decade.
2. To examine the impact of different educational schemes and programmes instituted by different Governments of SAARC countries on the overall developments, of the girl child.
3. To identify NGO's working for the upliftment of the girl child and women in SAARC countries.
4. To analyse the demographic, educational and economic indicators of girls in all the SAARC countries.
5. To prepare case studies of successful programmes and schemes of SAARC countries for improving the status of the girl child.

(b) Methodology (If a research programme, please also indicate sample, research questions/hypotheses and tools)

The study is a research cum evaluation study. The data for the study would be collected from Secondary Sources such as government records, books, journals, the state of world children brought out by UNICEF, Country papers on the girl child of different SAARC Countries. Correspondence with different Government institutions will be undertaken to get the latest initiatives taken, if any for improving the status of girl child. Questionnaires would be canvassed to NGO's working for the overall development of the girl child.

(c) Proposed Supporting Staff (JPF/CA), if any: N.A.

9.	Collaborating Agencies (if any)	Name of Agency	Nature of Collaboration
(a)	NCERT Constituents	International Relation Division	About Programmes Coverage,

(b)	Outside Agency	Department of Women and Child Development, MHRD, New Delhi Central Social Welfare Board National Institute of Public Cooperation and Child Development, New Delhi Ministry of Social Justice and Empowerment, New Delhi Ministry of Women and Child Affairs, Bangladesh Ministry of Women Development and Youth Affairs, Pakistan Ministry of Youth and Women Affairs, Maldives Children Section of the Women's Affairs, Sri Lanka	details and implementation, Previous Research Work and Publications
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10. Phasing of the programme with precise information on Activities (Including In-house

Activities involving expenditure of otherwise clearly indicating the methodology to be followed)

S. No	Activities Proposed to be organized	Proposed dates	Estimated Expenditure	Remarks, if any
1.	Correspondence with Government Agencies of SAARC Countries	April 2002 to August 2002	Rs 10, 000	
2.	Collection of data from Secondary Sources (Government Records, Books, Journals, Articles, photocopy from different libraries)	April 2002 to December 2002	Rs. 5, 000	
3.	Preparation of Questionnaires for member SAARC Countries.	January 2003 to March 2003		
4.	Analysis of data	April 2003 to October 2003		
5.	Preparation of Draft Report to be sent to Experts.	November 2003 to January 2004		
6.	Finalization of Manuscript after Experts Opinion	February 2004 to March 2004		
7.	Contingency		Rs 5, 000	
TOTAL			Rs.20, 000	

11. Details of each Budget Activity under Item No. 10 (in the following format).

Activity number 11.3, 11.4, 11.5, & 11.6 do not require any expenditure.

For activity 11.5, 11.6 and 11.7 the budget will be proposed in the next financial year.

S. No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
11.1	Correspondence with Government Agencies of SAARC Countries	Rs.10, 000 00	
11.2	Collection of data from secondary sources (Photocopying of materials from different libraries and purchase of relevant materials).	Rs 5, 000.00	
11.7	Contingency and Miscellaneous expenditure for purchase for photo films, books and journals	Rs 5, 000.00	
	Total	Rs.20, 000.00	

12. Expected end product: A Report.

13. (a) Plans for utilization and dissemination of the end-product

The Report on the status of the Girl child during the SAARC decade will be disseminated to all educational department of Government of India, Educational Institutions and to Government Departments of SAARC Countries.

(b) Plans for evaluation of the outcome

1. Report will be sent to SAARC Countries for suggestion

(c) Plans for follow up/feedback on utilization of the outcome

Concerned institutions in India and member SAARC Countries will be contacted

14. Personnel involved

14.1 Name and designation of the programme coordinator:

Dr. Gauri Srivastava, Reader

14.2 Name(s) and designation of other faculty member(s) involved

Dr. Sushma Jaireth, Reader

Dr. Mona Yadav, Lecturer

15. Signature of the Head of the Department Signature of the Programme Coordinator

(a) Prof. G.K. Lehri

Date:

Dr. Gauri Srivastava

Date:

Suggested Readings

- 1 Mathur Deepa, Women in Transition in South Asia, Kalinga Publications, Delhi 2001
- 2 Ahmad Alia, Women and Fertility in Bangladesh. Sage Publications, New Delhi. 1991
- 3 Brining Girls Centre Stage Strategies and Interventions for Girls Education in DPEP, Published by Education Consultants India Limited, New Delhi, 2000
- 4 Education for All : The Indian Scene , MHRD, 1993
5. Commitment to the Child· National Plan of Action for the SAAR Decade of the Girl child (1991-2000 A D), Department of Women and Child Development, MHRD, new Delhi, 1992
6. The State of Worlds' Children 2000
- 7 Year 2000 Assessment: Education for All India, MHRD, NIEPA, April 2000